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DEEPAK READERS

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TEACHER'S NOTES

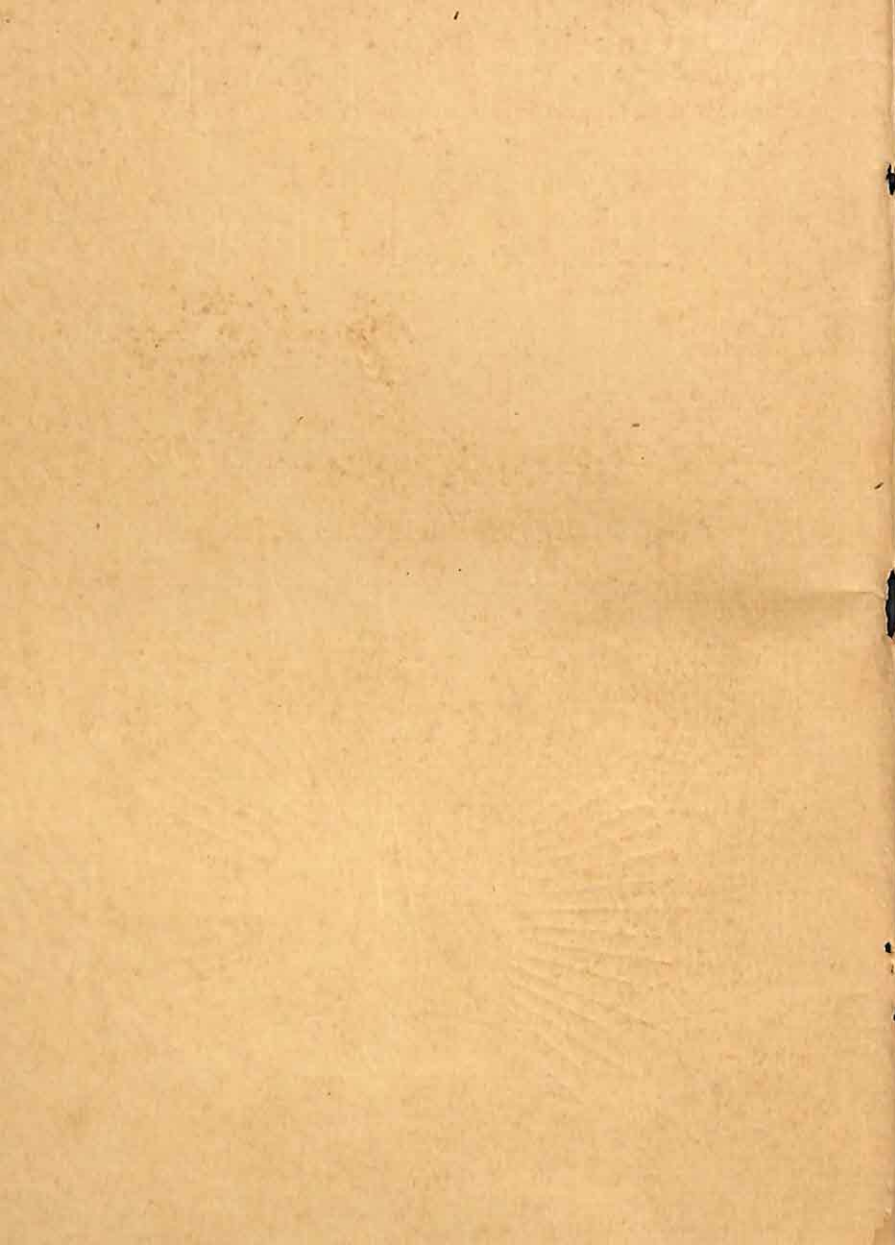
J. F. FORRESTER

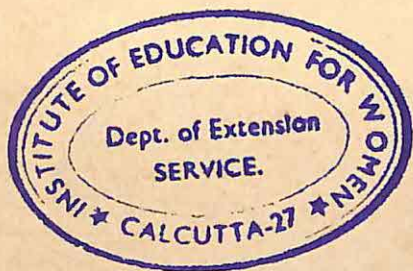


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DEEPAK READERS

TEACHER'S NOTES TO BOOK II

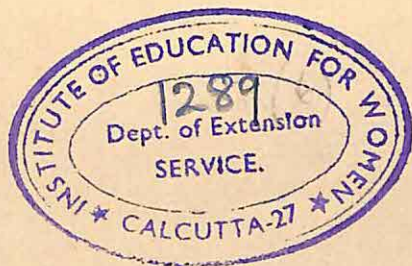
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INTRODUCTION

These notes are intended for the teacher who will appreciate a little guidance in the teaching of the revised syllabus. No teacher will follow them slavishly; he will adapt them to suit himself and the pupils whom he is teaching. The notes attempt to suggest ways in which the principles of the revised syllabus may be put into effect. The principles are important and should be followed, though there may be many adaptations in the manner of following them.

Teachers who have worked through the drills given in Book I will be familiar with the techniques of conducting these drills. It is not necessary, therefore, in this book to give such detailed instructions. The teacher will know that he should first demonstrate the new structure himself several times, and then call upon a few of the brighter pupils to use it. After that as many pupils as possible should be allowed to use it. The situations in which the structure is learnt and practised should be real to the pupils. The words used should express something that is before the pupil's own eyes. The vocabulary of the drills, therefore, is somewhat limited. When the pupil reads the lesson in the Reader he meets the structure in a wider setting. The teacher can then practise the pupils again in the structure, using the matter in the lesson as something to talk about. The structures should be drilled and used in oral work for about two weeks before they are met in the reading lesson. In practice this means that the pupils will be learning the structures illustrated in Lesson 2 before they begin to read Lesson 1. It is most important that this should *always* be done.

Taking a lesson in the Reader: a suggested plan

1. Revise the new structures illustrated, briefly, so as to draw the pupils' attention to them.
2. *Introduction.* This will take different forms according to the subject matter of the lesson. It should include opportunities for the pupils to listen and answer questions. It should introduce the new words which occur in the first part of the lesson. In some lessons it is possible to weave these new words into a connected narrative or conversation. In others some of the words will be introduced unconnected with each other. As each new word is introduced it should be written on the board.

Suggestions for introducing the lessons are given in the second half of this book. Teachers will understand that the introductions are given only in outline and that it is expected that they will expand them by repetition of the new words and by questions and answers.

Irregular plurals should be taught and also the other tense forms of new verbs, limited of course to the tenses known.

3. Reading of the first part of the lesson.

4. Some of the exercises.

5. Oral introduction of new words in the second part of the lesson.

6. Reading of the second part.

7. Remaining exercises.

If the teacher prefers, the lesson may be divided into three parts instead of two. It is not divided in the reader, so each teacher can divide it according to the needs of his class.

Exercises

All exercises should be done orally, and then some sentences from each written. As suggested above, some of the exercises may be done half way through the lesson, the teacher choosing as many as he needs for that lesson. They should be repeated several times so that the pupils are quite sure of the correct answers. Exercises are meant for practice and not for testing. The correct answers are given at the end of the notes on each lesson where there is any possibility of doubt.

Very few questions on subject matter are given. The teacher will make those up himself. He should take care that the answers he expects from the pupils are within the structures they have learned, e.g. do not ask a *Why?* question before the pupil has learnt *because*.

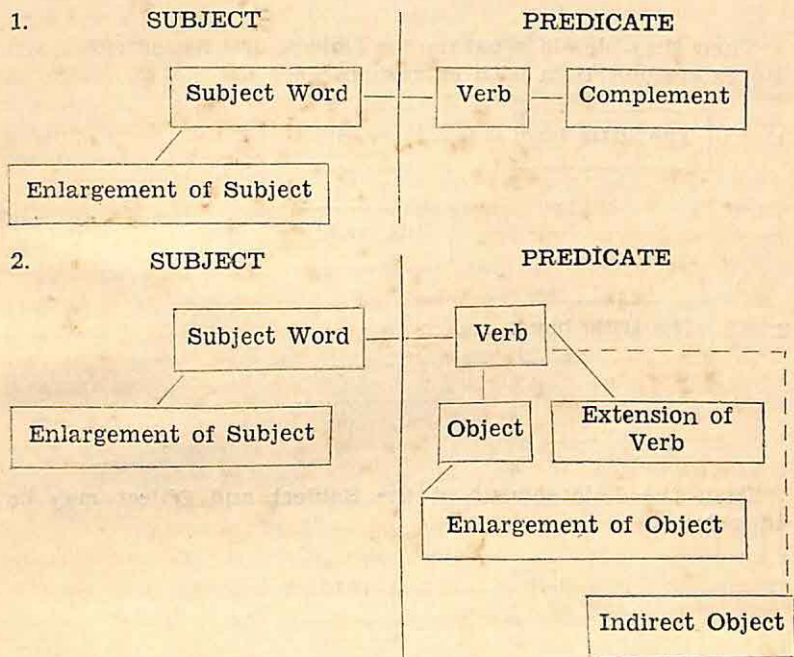
Poetry

A few suggestions for the teaching of each of the poems is given in a separate section, and a suitable point for the teaching of some of them is suggested. Others may be taught when the teacher chooses.

Grammar

Drilling of the structures is the most effective form of grammar teaching for this stage. A few exercises on identifying parts of speech are given in the exercises, and also a few

suggestions for teaching them. No exercises on analysis are given. The pupils are for the most part too young to profit much from analysis, and in any case it does not help the pupils to speak or write correct English. The teacher may teach a little simple analysis, but should not sacrifice other parts of the syllabus for this. The graphic system of analysis should be taught, as this shows more clearly than columns the relationship between the different parts of the sentence.

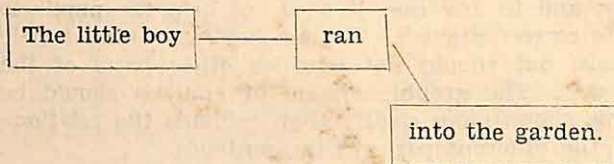


Pupils should be taught first to divide sentences into Subject and Predicate:

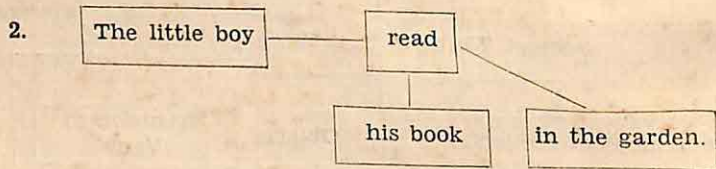
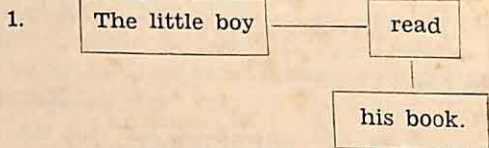
Subject
 The boy
 The boy
 The boy
 The little boy

Predicate
 ran.
 read his book.
 ran quickly.
 ran into the garden.

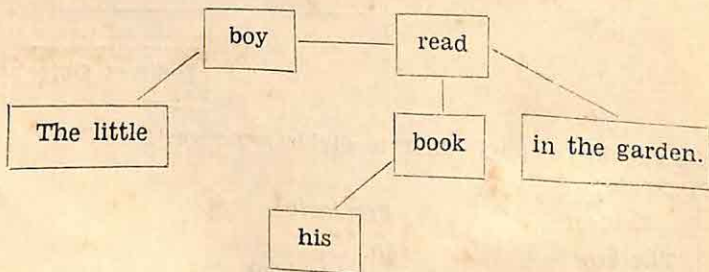
Then they should learn to separate the Extension of the Verb from the Predicate:



Then they should separate the Object, first in sentences with no extensions, then with extensions.



Then the Enlargement of the Subject and Object may be taught:



The Indirect Object and the Complement should be left until Form III.

THE GRADED STRUCTURES

STRUCTURE 65

To be taught: The use of the adverbial at the beginning of the sentence.

In the first year the pupils learnt to make sentences with the adverbial phrases at the end. Now they learn that certain of these can also be used at the beginning of sentences. The teaching of this structure provides a useful opportunity at the beginning of the school year of revising all the tenses taught the previous year.

The adverbials of time already known are: now, then, to-day, to-morrow, yesterday, this morning, this evening, every day.

The following may be taught: this afternoon, to-night, yesterday morning, (afternoon, evening), to-morrow morning, (afternoon, evening), last night (week, month, year), next week (month, year), the day before yesterday, the day after to-morrow, the week before last, the week after next.

Teacher: 'Were we here yesterday? No, we weren't. Yesterday we were in our houses. Yesterday the school was not open. To-day it is open and we are here. K, where were you on Friday? (*stress on Friday*). (*K answers*): 'On Friday K was....' (*according to K's answer*). 'M, where were you on Thursday?' (*M answers*): 'On Thursday M was.... Now he is here. Last week I was....' (*according to where the teacher was*). 'To-day I am here. Next week I shall be here. Last week I did not teach you. This week I am teaching you. I am teaching you now. Next week I shall teach you.'

Teacher questions other boys and gives them statements using the adverbial phrases sometimes at the beginning and sometimes at the end of the sentences.

Teach also *month, year*, and the names of the months and numbers up to 31 at least. The names of the months can easily be taught with a calendar, and should be used in sentences, e.g. 'In June schools open after the holidays. When

are the holidays? The holidays are in May and the first part of June. June is a month. May is a month. A week is part of a month. A month is part of a year. There are twelve months in a year. January is the first month. The Pongal holidays are in January. In June the first day of the month was a Tuesday. In July what will the first day be?', etc.

Make as much conversation as possible about the months in the structures known.

Practise the class in the change of position of the adverbials by asking questions and getting one pupil to answer using the adverbial at the end, and another to give the same answer with the adverbial at the beginning.

Teacher: 'What form were you in last year, K?'

K: 'I was in Form I last year.'

Teacher: 'M?'

M: 'Last year I was in Form I.'

Structure 65 (b). This can be drilled in a similar way through question and answer. Only adverbials of place which denote position, not those which denote direction, are used at the beginning of the sentence. This should be practised mostly with Structure 55, *there is, there are*: 'On the floor there are two mats. Under the clock there is a picture of Gandhiji', etc. Do not allow such sentences as 'On the table I put my book.' The questions should be *What?* questions: 'What is there on the chair? What are there in my bag?', etc.

STRUCTURES 66 AND 67

To be taught: Please. The imperative.

The pupils are accustomed to the use of the future as a polite command. In 66 they learn to use 'Please'. They may learn to use it at the end as well as at the beginning of the sentence, e.g. 'Will you give that book to me, please?' This structure can be taught through activity. The teacher can first of all ask different pupils to do a number of different actions and then let different pupils ask each other.

Teacher: 'K, will you give me your book, please? M, please will you give your book to K? G, will you put your book on the floor, please? P, please will you shut the window?', etc. (*The pupils obey these orders.*)

Then the pupils ask each other to do things. This should be organized so that every pupil gets an opportunity of obeying an order. If the teacher wishes he may get the first pupil to give an order to the second, the second to the third, and so on. This again provides revision of all the verbs that have been learnt in the first year.

The pupils should also learn 'Thank you' as the response when the action has been performed or when something has been given to them.

The pupils next learn to obey and use the Imperative, both with and without 'Please'. The commands should be given briskly without long pauses between them so that the pupils will come to realize that this form is used in situations where the speaker does not wish to waste time by using a larger number of words. It is best practised with actions such as: 'Run to the door. Open it. Shut it. Go to your seat.' The pupils may practise this in groups, each pupil taking turns at being group leader and giving orders to his group while the teacher goes from group to group listening and correcting where necessary.

The game 'Jenkins says' may be played. The person giving orders says: 'Jenkins says "Put your hands on your head"; Jenkins says "Put your hands down".' The pupils obey every order in which 'Jenkins says' is used. When the leader gives an order without saying 'Jenkins says' any pupil who obeys it is out of the game.

STRUCTURE 68

To be taught: always, sometimes, never.

The important feature of this structure is the position of the adverb. Practise it in the simple present, simple past and simple future tenses, and in different persons.

Step 1

I always come to school at half past nine.

I always go home after school.

I sometimes go home at half past four. I sometimes go home at five o'clock.

I never go home at three o'clock.

Last year I always came to school at half past nine. I sometimes went home at half past four. I sometimes went home at five o'clock. I never went home at three o'clock.

Next year I shall always come to school at half past nine. I shall sometimes go home at half past four. I shall never go home at three o'clock.

Step 2

Do I ever go home at three o'clock? No, I never go home at three o'clock.

Does K ever go home at three o'clock? No, he never goes home at three o'clock.

Do the boys in Form I ever play games after school? Yes, they sometimes play games after school.

Do you play games on Mondays? Yes, you always play games on Mondays.

Step 3

Teacher then asks different questions and the pupils answer, using *always*, *sometimes*, or *never*, and the three tenses.

e.g. Do you drink coffee every day? (read your English book, come to school on Sunday, write on the board, come to school on a bus, etc.)

Step 4

Pupils ask questions.

N.B. Teach the pupils how to use *come to school*, *go to school*, *go home*, *come home*, *at school*, *at home* instead of *come to the school*, *go to my home*, *at the school*, etc.

Tell them that we often use some words without *a*, *the*, *my*, *this*, *that*, etc. before them.

(See Structures 178-179 in the *Guide to the Teaching of English in Schools*.)

STRUCTURE 69

To be taught: mine, yours, his, hers, ours, theirs.

Step 1

Teacher (*calling out K*): 'This is my book. This book is mine. K, that book is yours. This book is mine, but that book is yours. This pen is mine, but that pen is yours.' (*pointing to*

G's pen): 'That pen is his.' Repeats with different objects. K repeats.

Step 2

Teacher (*holding up his pen*): 'Is this pen mine? Yes, it is mine. Whose pen is this? It is mine.' (*holding up K's pen*): 'Is this pen yours?'

K: 'It is G's.'

Teacher: 'Whose pen is this?'

K: 'It is mine.'

Teacher (*holding up G's pen*): 'Is this pen G's?'

K: 'Yes, it is his.'

Teacher: 'Whose pen is this?'

K: 'It is G's.'

Teacher (*holding up his own pen*): 'Whose pen is this?'

K: 'It is yours.'

Practise also with plurals, e.g. 'Whose books are these? They are ours. They are theirs.'

Revise Structure 56. 'The box on the table is mine. The picture on the wall is ours', etc.

Step 3

Teacher: 'Is this pen yours or mine? Is the book on the floor yours or his? Is the book in your hand yours or G's?'

Pupils answer and then ask questions.

STRUCTURE 70

To be taught: by.

Teacher: 'My chair is by the table. G's desk is by the door. I am putting my pen by my book. G, put your book by K's. Where are you putting your book?'

G: 'I am putting my book by K's.'

Teacher: 'K, where is G putting his book?'

K: 'He is putting his book by mine.'

Pupils make sentences with *by* and also do action chains, e.g. 'My pen is by my book. I am putting my pen by my pencil. It was by my book. Now it is by my pencil', etc.

STRUCTURE 71

To be taught: standing, sitting, lying, sleeping.

Step 1

Teacher: 'I am standing. K is sitting. G. is sitting. You are sitting, but I am standing.' (*sits*): 'Now I am sitting. We are sitting.' (*to pupils*): 'Stand' (*pupils stand*). 'Now you are standing, and I am sitting.'

Teacher lets pupils repeat. He should take care that they use it not so much when the pupil is getting up or sitting down as when he is actually in a standing or sitting position.

Step 2

Practise *standing* and *sitting* with *by*: 'M is sitting by R. I am standing by the door.'

Step 3

Lying and *sleeping*. Use *lying* of objects and people.

Teacher: 'My book is lying on the table. My pen is lying on the box. J's bag is lying on the floor', etc. (*tells a pupil to lie on the floor*): 'K is lying on the floor.' (*pupil pretends to be asleep*): 'K is sleeping on the floor. We always sleep at night but K is sleeping now.'

If there is a picture available of someone sleeping, use that. Teach also the past tense: *stood, sat, lay, slept*.

STRUCTURE 72

To be taught: measures: a yard of, a measure of, a pound of, half a pound of, a lot of, etc.

Step 1

The teacher should bring to the class as many measures as he can: a tape measure, a foot rule, a measure or half measure, a pound packet and a quarter-pound packet of tea, a pint measure, pieces of rope (to measure), etc.

Teacher shows the measures and talks about them, e.g. 'These are pieces of rope. I have a yard of rope in this piece. There are three yards of rope in that piece. My sister has six yards of cloth in her sari. There is a pound of tea in this packet. There is a quarter of a pound of tea in the other packet. This is half a measure of rice. A measure of rice costs.... (current price)', etc.

Step 2

a piece of (taught in Book I), *a lot of*.

Teacher: 'This is a piece of chalk' (cloth, rope, wood, paper, etc.) 'Please give me a piece of chalk', etc. 'There are a lot of books on my table. There is a lot of water in this measure. There is a lot of ink in this bottle. There are a lot of boys in this room. Are there a lot of pictures in this room? Do we eat a lot of rice in South India?', etc.

Teacher illustrates with both mass nouns and countable nouns. (See Structure 53 in Teacher's Notes to Book I.)

STRUCTURE 73

To be taught: buy....from, sell....to.

The teaching of these verbs provides a further opportunity to talk about measures. These can be practised in a game, first with *buy* and then with *sell*.

Pupil A: 'I bought something from the merchant.'

Pupil B: 'What did you buy?'

Pupil A: 'I bought three yards of cloth.'

Pupil B (to C): 'A bought something from the merchant.'

Pupil C: 'What did he buy?'

Pupil B: 'He bought three yards of cloth.'

Pupil C (to D): 'I bought something from the merchant.'

Pupil D: 'What did you buy?'

Pupil C: 'I bought half a pound of tea.'

This can continue, each pupil adding something.

The merchants then tell each other of their sales.

Pupil Z: 'I sold something to Mrs. Rajan.'

Pupil Y: 'What did you sell her?'

Pupil Z: 'I sold her a measure of rice', and so on.

This may be practised in different tenses, e.g. 'Every month I buy....', 'Tomorrow I shall buy....' Indian measures such as *viss* and *seer* may also be used.

STRUCTURE 74

To be taught: many, not many, how many, a few *with countable nouns*.

Structure 74 deals with countable nouns and Structure 75 with mass or uncountable nouns.

Notice that it is not usual to say 'there were many boys in

the room'. 'There were a lot of boys' is the more common modern form of expression. Teach this, but use *many* for the question and the negative forms.

Step 1

Teacher: 'Are there many boys in this class? Yes, there are a lot of boys in this class. Are there many pieces of paper on my table? No, there are not many. K, are there many desks in this room?'

K: 'Yes, there are a lot of desks in this room.'

The teacher asks questions about a number of objects and gets answers. The objects need not all be in the classroom but should be within the pupils' experience, e.g. trees in the playground, cinemas in the town, teachers in the school, books in the library, etc. Use also sentences with Structure 56. 'Are there many boys with blue shirts in this class?'

Let pupils also ask questions.

Step 2

how many?

Before teaching this question form the teacher should teach the English numbers up to 100. English numbers are not difficult as they follow an orderly plan. The table in the exercises after Lesson 4 in the Reader will help. Practise the numbers by counting different things in the room.

Teacher: 'How many books are there on the table? There are six. P, how many boys are there in this class?'

P: 'There are forty-five.'

Teacher: 'How many pens have I in my hand?'

G: 'You have three pens in your hand.'

Teacher practises numbers by asking many such questions. Pupils also ask questions.

Step 3

a few.

Teacher: 'I have a few pencils in my drawer. There are a few pictures on this wall. Are there many pictures on the wall? No, there are only a few. There are a lot of books with brown covers. There are a few books with red covers. A few

boys go home at one o'clock; a lot of boys eat their food in school.'

Teacher asks questions about objects of which there are only a few. Teach 'No, there are *only* a few' as the answer rather than 'No, there are a few'.

STRUCTURE 75

To be taught: much, not much, how much?, a little.

The teaching of this structure should follow the same pattern as that suggested for Structure 74. When these sentences have been thoroughly practised the use of *many* and *few* with countable nouns and *much* and *little* with mass nouns may be further emphasized by contrast.

e.g. 'Are there many books in my bag? Is there much water in the pot?'

'There aren't many boys in the playground now. There isn't much water in the well.'

'There are a few flowers on that tree. There is a little coffee in that glass.'

Drill these by mixed questions: 'Are there many....? Is there much....?'

Teach the use of *how many?* for measures, but *how much?* for quantity, e.g. 'How many yards of cloth did you buy? How many measures of rice did he buy? How much cloth did you buy? How much rice did he buy?'

Play the game suggested under Structure 73 with questions about *how much?* and *how many?*

STRUCTURE 76

To be taught: more than, fewer than, less than.

Step 1

Teacher: 'The green book has 80 pages. The red book has 60 pages. The green book has more pages than the red book. There are eight boys in this row. There are seven boys in that row. There are more boys in this row than in that row. There are 45 boys in Form II and 42 boys in Form I. There are more boys in Form II than in Form I. K has two brothers. G has only one brother. K has more brothers than G.' (*repeats statements, but adds questions*): 'The green book has 80

pages. The red book has 60 pages. Has the green book more pages than the red book?"

Pupil: 'Yes, the green book has more pages than the red book.'

Teacher asks similar questions. They should all be questions requiring a positive answer. The examples should be within the pupils' experience but should include revision of lessons learnt, e.g. 'Has January more days than February?'

Step 2

Teacher: 'Has the red book more pages than the green book? No, it hasn't. It has fewer pages than the green book. Are there more boys in Form I than in Form II? No, there aren't. There are fewer boys in Form I than in Form II.'

Teacher repeats similar questions and the pupils answer.

Step 3

Follow the same plan as for Step 1.

Teacher: 'There is half a pound of tea in the red packet. There is a quarter of a pound of tea in the blue packet. There is more tea in the red packet than in the blue packet. There is a lot of water in the pot. There is a little water in the glass. There is more water in the pot than in the glass. Is there more water in the pot than in the glass?'

Pupil: 'Yes, there is. There is more water in the pot than in the glass.'

Other questions needing positive answers.

Step 4

(As in Step 2)

Teacher: 'Is there more water in the glass than in the pot? No, there isn't. There is less water in the glass than in the pot.'

Teacher asks similar questions.

Step 5

Teacher: 'Which book has more pages, the red one or the green one?'

Pupil: 'The green book has more pages.'

Teacher: 'Which has less water, the pot or the glass?'

Pupil: 'The glass has less water than the pot.'

The teacher asks similar question which the pupils answer, e.g. 'Who has fewer pencils, S or N? Whose book has more pictures?' etc.

Pupils also ask questions.

STRUCTURE 77

To be taught: than I, than he, than she, than we, than they.

Teacher (*having given two books to K and holding four books himself*): 'I am holding four books, you are holding two books. I am holding more books than you. You are holding fewer books than I.' (*to the class*): 'I have more books than he. He has fewer books than I. Am I holding more books than he?'

T: 'Yes, you are. You are holding more books than he.'

Teacher: 'Is he holding fewer books than I?'

P: 'Yes, he is. He is holding fewer books than you.'

Repeat with other actions and objects, letting pupils also ask questions. Then repeat with mass nouns, e.g. 'Has he less water in his glass than I?', etc. Then repeat with groups of pupils. 'We have more pencils than they', etc.

Teach also 'My book has more pages than yours'. Practise all the possessive pronouns, *mine, his, hers, ours*, etc.

STRUCTURE 78

To be taught: the most, the fewest, the least.

Step 1

Teacher calls out three pupils and gives them some objects of which it is possible to get a number.

Teacher: 'J has two leaves. G has five leaves. P has seven leaves. G has more leaves than J. P has more leaves than J. He has more leaves than G. P has the most leaves.'

Repeat with flowers, pencils, books, pieces of paper, pieces of chalk, etc., choosing a different pupil each time to have the most. After the third set of objects has been given add to the number of pupils, e.g. 'R has one pencil. G has three pencils. M has four pencils. P has six pencils. S has eight pencils. S has the most pencils. He has more than R, more than G, more than M and more than P. He has the most pencils.'

Teacher: 'R has the fewest pencils. He has fewer than G, fewer than M, fewer than P and fewer than S. He has the fewest pencils.'

Practise with other objects. Let the pupils give them out in turn and then speak about them. Revise *how many?* by asking each pupil to say the number he has, e.g. 'R, how many pencils have you?', or ask the class, 'How many pencils has R?'

Teach and practise 'Who has the most...? Which book has the most pages? Which class has the most boys?', etc.

Step 2

Mass Nouns; the least.

Teach this in the same way as you taught the comparison of countable nouns. Use water in glasses, sand in tins or anything that is convenient.

Teacher: 'K has one tinful of sand. N has two tinfuls of sand. M has three tinfuls of sand. M has the most sand. K has the least sand. M has more sand than N, and more sand than K. He has the most sand. K has less sand than N, and less sand than M. He has the least sand.'

Teach *money*: Give out pice and annas to a few children. Let each child say how much he has. Ask, 'Who has the most money? Who has the least money?'

Step 3

Revise Structures 76, 77 and 78, teaching also 'S has two books more than G. T has four pictures fewer than S.'

STRUCTURES 79 AND 80

To be taught: again, once, twice, three times, etc.

These structures provide an opportunity for a great deal of activity and should be taught together.

Teacher (*to K*): 'Jump' (*K jumps*). 'Jump' (*K jumps*). 'K jumped again. Now jump again. Jump again. K jumped four times.' (*to P*): 'P, go to the door' (*P does so*). 'Come back. Go to the door again. Come back. P went to the door twice. He came back twice.'

Teacher gives orders to different pupils, e.g. 'Count the books on this table. Count them again. He counted them twice.' Similarly with 'Clap your hands', 'Shake your head', 'Say

A B C', 'Count up to ten', 'Spell *table*', etc., telling them how many times to do it. Let the pupils also give orders.

STRUCTURE 81

To be taught: how many times? how often? (This follows on from the previous structures.)

Step 1

Teacher tells the pupils to do something a certain number of times, then asks: 'How many times did you clap your hands? How many times did you count up to 10?'

Step 2

Teacher: 'You play games on Mondays, Wednesdays and Fridays after school. How often do you play games? You play games three times a week. How often do you read your English book? You read your English book every day.'

How often? is not generally used to ask about some action just repeated. We do *not* say 'How often did you count up to ten?' but we can say 'How often did you go to your village last year?'

Teach the correct pronunciation of *often*. The 't' is silent (offen).

STRUCTURES 82 AND 83

To be taught: Comparative degree in *-er*, superlative degree in *-est*.

These may be taught in the same way as Structures 76 and 77 with practical demonstrations. Here are some suggestions:

'G's book is dirtier than R's. K's book is the dirtiest.'

'P's book is cleaner than R's. C's book is the cleanest.'

'G's shirt is newer than K's. K's shirt is older than G's.'

'P's shirt is the newest. K's shirt is the oldest.'

'My bag is bigger than yours. Your bag is smaller than mine.'

'P has the biggest bag in the class. T has the smallest bag.'

'My bag is heavier than N's. It has more books in it. P has the heaviest bag in the class.'

'S is taller than G, but he is shorter than I. P is the shortest boy in the class.'

'This pencil is longer than mine, but it is shorter than yours.
'The teacher's table is wider than the boy's desk. The door
is wider than the window.'

'Our basket is deeper than Form I's basket', etc.

These should all be shown so that the pupils may see the
difference for themselves.

Teacher asks questions such as, 'Whose book is cleaner, P's
or C's? Who has the heaviest bag?'

STRUCTURE 84

To be taught: comparative in *more*. superlative in *most*.

Explain that *more* and *most* are used with long words instead
of *-er* and *-est*.

Practise with *more beautiful* and *most beautiful*: 'This sari
is more beautiful than that. My picture is more beautiful than
yours', etc. 'This is the most beautiful picture in the room.'

Show the pupils a good well-made box or bag and a broken
one. 'This box (bag) is more useful than that one.'

'Raman is Class Pupil Leader. He is an important person.
He is more important than Mohan. The Class Pupil Leader is
the most important person in the class.'

Do not spend much time on these, but revise this structure
whenever you teach an adjective that makes its degrees of
comparison with *more* and *most*. There is no point in giving
the pupils a great many new words before they will want to
use them.

STRUCTURE 85

Taught after Structure 87.

STRUCTURE 86

To be taught: good, better, best. bad, worse, worst.

Bring three specimens of several things: pieces of cloth,
fruit, water, pictures, etc. Teach these irregular comparisons
in the same way as you have taught the regular ones. Here
are some suggestions:

'This is a good piece of cloth. This is a better piece of cloth,
but this red piece is the best piece of cloth.'

'This is a bad plaitain, this is a worse one, but this is the worst of all.'

'This is F's exercise. Seven sentences are right. It is a good exercise. This is G's exercise. It is clean. The writing is good. Eight sentences are right. It is better than F's exercise. This is M's exercise. All the sentences are right. It is the best exercise.'

'This is S's exercise. Only four sentences are right. It is a bad exercise. But P's exercise is worse than S's. Only two sentences are right. T's exercise is the worst of all. None of the sentences are right.'

STRUCTURE 87

To be taught: how tall? how long? how high? how wide? how deep? how heavy?

It is easier to teach Structures 85 and 88 if Structure 87 has been taught first.

This is another structure dealing with measures. There should be a good deal of activity in the learning of this, the pupils measuring each other and a number of things in the classroom.

Teacher: 'How tall is K?' (*calls K, makes him stand against the wall and measures him with the help of another pupil*): 'He is four feet three inches tall.'

Teacher pairs off pupils and lets them measure each other, asks each one in turn. 'How tall is G?', etc. Writes up the heights on the board.

Teacher: 'How high is the door?' (*has this measured*). 'How high is the window? How high is the blackboard?'

Teach the use of 'How tall?' for people and 'How high?' for objects.

Teach 'How long?' by measuring tables, desks, and the room itself. For girls ask 'How long is your sari?' Teach 'How wide?' by measuring tables, desks, chairs, blackboard, door, windows, etc. 'How deep?' is not so easy to demonstrate in a classroom, but the depth of a waste paper basket or a box can be measured. If the teacher can take scales and weights to the classroom he can also teach 'How heavy?'

N.B. When using the ruler to measure with, the pupils should be taught to call it a ruler and not a scale.

STRUCTURES 85 AND 88

To be taught: as.....as, not as.....as.

This is the comparison of equals.

Teacher: 'How high is G's desk?'

Pupil: 'It is two feet two inches high.'

Teacher: 'How high is P's desk?'

Pupil: 'It is two feet two inches high.'

Teacher: 'G's desk is two feet two inches high and P's desk is two feet two inches high. G's desk is as high as P's.'

Repeat with pupils of the same height or objects of the same length, width, depth, etc.

Teacher: 'How long is your pencil?'

Pupil: 'My pencil is five inches long.'

Teacher: 'How long is my pencil?'

Pupil: 'Your pencil is four inches long.'

Teacher: 'Is my pencil as long as your pencil?'

Pupil: 'No, it isn't. Your pencil is not as long as mine.'

Practise with other objects.

STRUCTURE 89

To be taught: What is your book like?

This is one of the ways of asking about things. Another way is: 'What kind of a book is this? What kind of rice is this?'

Do not let your pupils say 'How is your book?' That is **wrong**.

The answer to any of these questions is a description, e.g. 'My book is green. It has 96 pages. There are many stories in it, and a lot of pictures', etc.

STRUCTURE 90

To be taught: very.

Teach by demonstration. 'This is a big book, but this black book is a very big book. It is bigger than the other book.' (The black book must really be big. Borrow a large dictionary or encyclopaedia.)

Teacher (*writing on the board*): 'This is a big B, but this is a very big B. This is a very small b.'

Illustrate with different objects, e.g. a very small flower, a piece of chalk, a piece of paper.

STRUCTURE 91

To be taught: What is he doing?

Let the pupils do anything they like in turn. Teacher asks K 'What are you doing?' K replies. Teacher asks G 'What is K doing?' G replies. K himself asks 'What am I doing?'

Teach also 'What shall I do?' The answer is in the imperative, e.g. 'Sit down. Read your lesson. Write the next exercise.'

Teach also 'What did I do?'

STRUCTURE 92

To be taught: look at. listen to.

The difference between *look* and *see* and between *listen* and *hear* cannot be taught completely in one lesson. It is built up gradually through experience in hearing and reading the correct use. But a good foundation can be laid in this lesson. The fundamental difference is that *see* and *hear* imply states, but *look* and *listen* imply some intention. I cannot help seeing and hearing the things around me, but I need not look at them or listen to them unless I want to. The inattentive pupil *hears* the teacher's voice but he does not *listen* to it. *See* and *hear* are not used in the present continuous tense nor, in their literal meaning, in the imperative. The teacher can tell his pupils to look at the board, and to listen to him. He cannot tell them to see the board and hear him.

(N.B. There are occasions when it may be correct to say 'Hear him'. The teacher at this stage should avoid saying this as it will only confuse the pupils.)

Step 1

Teacher: 'This is my bag. Look at it. M, are you looking at it? What colour is it?'

'R, are you looking at it? Is it old or new? First look at it, then tell me', etc.

'I will look at the boys' notebook. T, give me your notebook. Thank you. I am looking at his notebook.' (*examines it closely*): 'I am looking at the cover first. His name is on the cover. There are three dirty marks on the cover. Now I will look inside his notebook. I will look at his writing', etc., etc. with other boys' books.

Teacher (*calls out K, G, M, P, S*): 'K, look at the board. G, look at the floor. M, look at the door. P, look at that window. S, look at the clock. K, what are you looking at?'

K: 'I am looking at the board.'

Teacher asks other pupils.

Step 2

Teacher: 'Listen to me. I am talking to you. What did I say? I said 'Listen to me'. R, count up to 10. All listen to R.' (*R counts*): 'What did R do? Were you listening to him? I will do something. You will shut your eyes. You will listen. Then I shall say, 'What did I do?' You will tell me. Shut your eyes.'

Teacher does various things, e.g. drops a book, shuts a window, walks to the door. Before he does each action he asks, 'Are you listening?' After each action he asks, 'What did I do?'

Step 3

Teach *look for*. This emphasizes the attention implied by the word *look*.

'I am looking for my book. I am looking for the picture of the bridge in my book', etc. Some teachers may like to teach *listen for*. 'I am listening for the Headmaster. He will come to this class.'

STRUCTURE 93

To be taught: with (instrument).

This is easily taught by demonstration. 'I am writing on the board with a piece of chalk. I do not write in my book with a piece of chalk. I write in my book with a pen or a pencil. I am cleaning the board with a duster. I am tying these books together with string. K, hit your desk with your ruler', etc.

STRUCTURE 94

To be taught: see, hear, smell, feel.

Step 1

Teacher: 'These are my eyes. I see with my eyes. These are my ears. I hear with them. This is my nose. I smell with my nose. These are my hands. I feel with them. Do you see

with your ears? No, you don't. You see with your eyes', etc.

As explained in Structure 92, *see* and *hear* are never used in the present continuous tense. We *never* say 'I am seeing' or 'I am hearing'. When we want to speak of something going on at the time we say 'I can see', 'I can hear'.

Practise *see* by asking pupils to name things that they can see, e.g. 'What can you see on the walls of the room? What can you see on my table? What can you see from the window?'

The answers should all begin 'I can see.....'

Step 2

Teacher: 'I can hear many things. I can hear the birds. They are singing. I can hear the boys in the playground. They are shouting. I can hear the teacher in the next room. He is speaking', etc. 'K, what can you hear?'

Step 3

Teacher: 'Can you smell anything? We sometimes go to the market. What do we smell there?' (flowers, fruit, etc.)

Step 4

Contrast *look at* and *see*, and *listen* and *hear*.

Teacher: 'Look at the picture on page 1. What can you see? Look at the board. What can you see on the board? Listen to N. He will sing. Can you hear him?'

Teach also 'Look at that picture. What did you see?'

STRUCTURE 95

To be taught: like, want, know, love, remember, understand, need.

These are some more verbs which are *not* generally used in the present continuous tense. We *never* say 'I am liking', etc. *Forget* may be added to the list.

Step 1

Try to bring out the difference between *like* and *love*. Keep *love* for relatives and old friends. Use *like* for people who are not so close and for things.

Teacher: 'Gopal said, "I love my parents, and my brothers and sisters. I like the boys in my class. I like my new teacher. I like plantains. I like my English book. I like my English lessons".'

Step 2

Distinguish between *want* and *need*. We want something that we like. We do not always like what we need.

'I like mangoes. I want a mango. Kamala likes that jacket. She wants it. That is a pretty ring. I want it.'

'I do not like medicine, but I need it.'

'Gopal's English Reader is old. He needs a new one. He has a rupee. He wants some sweets but his father said, "Gopal, you need a new Reader. Buy a Reader with your rupee." What did Gopal need? What did Gopal want?'

Step 3

Distinguish between *know* and *understand*. The difference cannot be brought out very clearly until the pupils know more English. It will be easier to make this distinction when they can use *because*. At this stage keep *know* for people and places and *understand* for lessons and such things.

'I know Gopal. Gopal's father knew Perumal Chettiar. Do you know my house? Come there this evening. Do you know Mr X's classroom? Go and give him this book', etc.

'Did you understand the lesson about the bridge? Did you understand the story about Rani's ring?', etc.

Step 4

Teach *remember* and *forget*. *Remember* is not the same as *know*. If *remember* and *forget* are taught together the difference between *remember* and *know* may be seen.

Teacher (*writes a word on the board*): 'I taught you this word yesterday. Do you remember? Who remembers? Who does not remember? (*writes another word*): 'Did I teach you this word? I forget.'

'I did not bring the pen with me. I forgot it. I wrote a letter but I did not put it in the post box. I forgot it.'

STRUCTURES 96 AND 97

To be taught: very much, not...at all; very well, not...at all.

These structures teach expressions often used with the verbs taught in the previous structure. *Very much* is used with the verbs which describe feelings or emotions: *like, love, want,*

need. *Very well* is used with the words which describe the workings of our minds: *know, understand, remember, forget*.

Teach also *a little*: 'I like mangoes a little.'

Very well and *not...at all* are also used with other verbs.

Teacher: 'I like coffee very much. I like tea, but I like coffee very much. My brother does not like coffee at all. He never drinks coffee. K, do you like coffee?' (*K answers*.)

'This is a good pen. My friend said, "Shall I give you another pen?" I do not need another pen at all.'

'There is no clock in our room. We do not know the time at all. We need a clock very much.'

'I know you very well, but I do not know the boys in Form IV at all. Do you know the boys in Form IV?' (*pupil answers*).
'Do you know your brother? When did you last see your uncle? Do you remember him very well?'

Use all the words, but do not spend a great deal of time on this structure. The pupils will pick this up as they go on reading.

STRUCTURE 98

To be taught: whom?

This is the last of the interrogative pronouns to be taught.

Teacher: 'Whom do I know in this class? I know all the boys in this class. R, whom do you know?'

R: 'I know all the boys in this class.'

Teacher: 'Whom do you know very well?'

R: 'I know G and M and P very well.'

Teacher: 'Whom did you speak to at home this morning?'

G: 'I spoke to my mother, my father and my brother.'

Teacher makes up other questions with *whom*. Pupils also ask questions.

STRUCTURE 99

To be taught: Participle phrase qualifying the object, e.g. I saw him coming.

This is really two statements put together: 'I saw him. He was coming.' The pupils should be helped to see that there are two actions referred to.

Teacher (*tells K to write on the board*): 'I am looking at K.'

He is writing. I am looking at K writing. K is writing his name. I am looking at K writing his name. Boys, look at K writing. You are looking at K writing on the board.' (*tells P to sing quietly*): 'P is singing. We are all listening to him. We are listening to P singing a song. Now we will listen to M reading.'

Teach the different questions.

Teacher: 'Whom are you looking at?'

R: 'We are looking at K.'

Teacher: 'What are you looking at?'

R: 'We are looking at K writing.'

Teacher: 'Whom are you listening to?'

S: 'We are listening to you.'

Teacher: 'What are you listening to?'

S: 'We are listening to you speaking.'

Give more examples: birds singing, children playing a game, baby sleeping, woman washing her clothes, boy eating, girl drinking a cup of coffee.

This needs plenty of practice but it can easily be made interesting.

STRUCTURE 119

To be taught: The present perfect tense.

This is introduced a little earlier than suggested in the syllabus, but the pupils will be able to learn it easily if it is taught carefully. The difference between the present perfect tense and the simple past is that the former is used for (i) an action begun in the past, the results of which still continue, e.g. 'He has gone to the window'. His action began in the past, but he is still at the window. If he has left the window we say, 'He went to the window'. (ii) An action only just finished, e.g. 'I have eaten my food'. The pupils need not be given a rule but the difference should be clearly illustrated.

Teacher: 'I am opening my drawer. Now I have opened it. It is open. I have opened it. I am taking my book from the drawer. Now I have taken it from the drawer. It is not in the drawer. It is in my hand. I am looking for Lesson 10. Now I have found Lesson 10. The book is open at Lesson 10. I am reading the first line. I have read the first line and I am shutting my book. Now I have shut it. Is it open now? No,

it is not open now. I opened it, but now I have shut it again. I am putting it on my table. I have put it on my table.'

The actions must be carefully matched with the words.

Teacher calls out K, G and M and tells K to write his name, G to write the name of the day and M to write the name of the month.

Teacher: 'K has written his name. G has written the day. M has written the month. What has K written?'

P: 'He has written his name.'

Teacher: 'What has G written?'

S: 'He has written the day.'

Teacher: 'Has G written his name?'

J: 'No, he hasn't.'

Teacher: 'Has M written his name?'

T: 'No, he hasn't.'

Teacher: 'What has G written?'

V: 'He has written the day.'

Teacher: 'Who has written his name?'

B: 'K has.'

Teacher asks other such questions, then cleans off K's name.

Teacher: 'Is K's name on the board? No, it isn't. I have cleaned K's name off the board. What did K write on the board? He wrote his name on the board.'

Teacher cleans off the other words and asks similar questions. Then he sends pupils to different parts of the room and asks the same kind of question. 'P has gone to the door. J has gone to the board. S has gone to the window.'

The teacher should practise a few verbs each day in this way until the pupils have learnt the present perfect tense of the irregular verbs they already know: (Book I) be, bring, catch, come, do, eat, get, give, go, have, make, meet, run, say, take, throw, write; (Book II) break, build, buy, dig, drink, feel, fight, find, grow, hear, lie, see, sell, sit, sleep, smell, speak, stand, tell, understand, win.

STRUCTURES 100 AND 101

To be taught: adverb of manner. how?

This should be taught by demonstration. 'I am walking slowly. I am walking quickly. I am talking loudly. I am

He is writing. I am looking at K writing. K is writing his name. I am looking at K writing his name. Boys, look at K writing. You are looking at K writing on the board.' (*tells P to sing quietly*): 'P is singing. We are all listening to him. We are listening to P singing a song. Now we will listen to M reading.'

Teach the different questions.

Teacher: 'Whom are you looking at?'

R: 'We are looking at K.'

Teacher: 'What are you looking at?'

R: 'We are looking at K writing.'

Teacher: 'Whom are you listening to?'

S: 'We are listening to you.'

Teacher: 'What are you listening to?'

S: 'We are listening to you speaking.'

Give more examples: birds singing, children playing a game, baby sleeping, woman washing her clothes, boy eating, girl drinking a cup of coffee.

This needs plenty of practice but it can easily be made interesting.

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it is not open now. I opened it, but now I have shut it again. I am putting it on my table. I have put it on my table.'

The actions must be carefully matched with the words.

Teacher calls out K, G and M and tells K to write his name, G to write the name of the day and M to write the name of the month.

Teacher: 'K has written his name. G has written the day. M has written the month. What has K written?'

P: 'He has written his name.'

Teacher: 'What has G written?'

S: 'He has written the day.'

Teacher: 'Has G written his name?'

J: 'No, he hasn't.'

Teacher: 'Has M written his name?'

T: 'No, he hasn't.'

Teacher: 'What has G written?'

V: 'He has written the day.'

Teacher: 'Who has written his name?'

B: 'K has.'

Teacher asks other such questions, then cleans off K's name.

Teacher: 'Is K's name on the board? No, it isn't. I have cleaned K's name off the board. What did K write on the board? He wrote his name on the board.'

Teacher cleans off the other words and asks similar questions. Then he sends pupils to different parts of the room and asks the same kind of question. 'P has gone to the door. J has gone to the board. S has gone to the window.'

The teacher should practise a few verbs each day in this way until the pupils have learnt the present perfect tense of the irregular verbs they already know: (Book I) be, bring, catch, come, do, eat, get, give, go, have, make, meet, run, say, take, throw, write; (Book II) break, build, buy, dig, drink, feel, fight, find, grow, hear, lie, see, sell, sit, sleep, smell, speak, stand, tell, understand, win.

STRUCTURES 100 AND 101

To be taught: adverb of manner. how?

This should be taught by demonstration. 'I am walking slowly. I am walking quickly. I am talking loudly. I am

talking quietly' (sadly, happily, angrily, etc.). 'How am I walking? How did I walk?', etc.

Teach also *gently* and *suddenly* as they will be needed in Lesson 11, e.g. speak gently, feel gently, move suddenly, shout suddenly.

STRUCTURE 102

To be taught: adverb order.

Teach the order: *manner, place, time*, or *place, manner, time*, as the usual order. Adverbs of time always come either at the end or at the very beginning of a sentence.

(i) With verbs of movement, e.g. *go, come, run*, etc., teach the order: *place, manner, time* when the adverb phrase of place is short, e.g. 'He went there quickly. He came home quickly. He ran to school quickly yesterday or Yesterday he ran to school quickly.'

Teach the order: *manner, place, time* when the phrase of place is long, e.g. 'He went quickly to the house at the top of the hill this morning.'

(ii) With other verbs teach the order: *manner, place, time*, e.g. 'He sat quietly in his chair all the morning. She took the book quickly to the Headmistress's room.'

These can be built up by questioning. Teach the pupils a few present time adverbials, e.g. *at this minute, at this moment, at present*.

Teacher: 'S, walk to the door slowly. Where is S walking?'

M: 'He is walking to the door.'

Teacher: 'How is S walking to the door?'

M: 'He is walking slowly to the door.'

Teacher: 'When is he walking slowly to the door?'

M: 'He is walking slowly to the door at this moment.'

Other actions can be described in the same way. The pupils can pretend that they are talking about something in the past and use *yesterday, last week, this morning*, etc. Let them also use the time expressions at the beginning of the sentence, e.g. 'At this moment he is walking slowly to the door.'

Other possible actions:

He is going quickly to the desk at the back of the room.

He is taking my book carefully to the boy at the biggest desk.

He is reading quietly at the back of the classroom.
He talked loudly to his friend all the morning.

STRUCTURES 103 AND 104

To be taught: Comparison of adverbs in *more* and *most*.

The method used for teaching comparison of adjectives (structures 82 and 83) can be used here. In this case actions instead of objects or persons are compared. The actions should be performed by the pupils.

Here are a few suggestions:

'K speaks more quickly than G. T speaks the most quickly.'

'G speaks more loudly than P. C speaks the most loudly.'

'P walks more quietly than S' (writes more neatly, sings more sweetly, reads more carefully).

STRUCTURES 105 AND 106

To be taught: Comparison of adverbs in *-er* and *-est*.

Adverbs of manner can be demonstrated, e.g. 'He runs faster than I. I jump higher than he. He bent lower than she.'

Teach also *quicker*, *-est* and *slower*, *-est* as alternatives to *more*, *most quickly* and *slowly*. Adverbs of time cannot be demonstrated, but can be illustrated. 'R came to school at 9 o'clock. S came to school at 10 o'clock. R came to school earlier than S. S came to school later than R. P came to school at half past ten. He came to school the latest.'

STRUCTURE 107

To be taught: well, better, best, badly, worse, worst.

Demonstrate: 'K writes well. G writes better than K. M writes the best. P draws badly. T draws worse than P. S draws the worst.'

Use other examples: jumps, runs, sings, reads, etc.

Teach also: 'I know Lesson 10 better than Lesson 11, but I know Lesson 9 the best. R remembers stories about boys better than stories about girls. Do you understand Tamil (or mother tongue) better than English?'

STRUCTURE 108

To be taught: as....as.

Let the pupils compete in running, jumping, hopping, etc.
'K runs as quickly as P. B does not run as quickly as P. G jumps as high as R. D does not jump as high as R. T shouts as loudly as C. J does not shout as loudly as C.'
This is obviously a playground lesson.

STRUCTURE 109

To be taught: like (resembling).

Teacher brings a number of objects, some like each other, some unlike, and gives them out.

Teacher: 'K's pencil is six inches long. It is red. P's pencil is six inches long, and it is red. K's pencil is like G's pencil. Is M's pencil like P's pencil?'

Teach the possessive pronoun after *like*, e.g. 'Your pen is like mine. K's pen is not like mine. My pen is like his', etc. 'Our pens are alike. G's pen and my pen are alike. G's pen and mine are alike.'

Teach the personal pronoun after *like*, e.g. 'Some brothers are alike. K's brother is like him. My brother is like me. M has a sister. Her sister is like her. Have you a brother? Is he like you?'

STRUCTURE 110

To be taught: for (purpose).

Teacher: 'I have brought some flowers. I shall give these flowers to you. These flowers are for you. Here is one for you' (*giving it*). 'Here is one for you', etc.

Teacher lets different pupils give out the rest.

Teacher: 'This picture is for our classroom. The Headmaster gave it to me for our classroom. Is there a duster for this classroom? Where is the duster for our classroom? We need a new box for the chalk. Can someone bring a new box for the chalk? This basket is for waste paper. What is it for? Don't throw paper on the floor. Throw it in the basket for waste paper.'

STRUCTURE 111

To be taught: Several semantic extensions of have.

(i) Teacher: 'I have coffee or tea for my breakfast. I have my breakfast at half past seven in the morning. This morning I had coffee. Yesterday I had tea. What do you have for your breakfast? Do you have rice for breakfast? When do you have rice?', etc.

(ii) Use a calendar. This is an opportunity for revising the months.

Teacher: 'How many days are there in February? Yes, there are twenty-eight days in February. February has twenty-eight days. How many days has February?' Repeat questions with other months.

'How many doors has this room? How many windows has it?' (pictures, boards, etc.)

(iii) Teacher: 'How many English lessons do you have in a week? You have six English lessons in a week. Did you have an English lesson yesterday?'

Notice that the question for this meaning of *have* is made with *do*, *does*, *did*.

(iv) Teacher: 'I have a lot of work, but I haven't much time. Have you much work? Have you any time? Can you help me?'

STRUCTURE 112

To be taught: make (make coffee, tea; make a bed; make hot, clean, dirty, etc.).

This was first used in Lesson 19 in Book I: 'Ponni made two garlands'. Teach it now in a more idiomatic sense.

Teacher: 'I made tea for my breakfast this morning. I boiled some water. I made it very hot. I made the teapot hot. I put the tea leaves in the pot. I poured the boiling hot water on the tea leaves. Can you make coffee? Do you make your bed in the morning?'

If there is a sickroom with a bed the teacher might demonstrate making a bed. (In England the sheets and blankets are not folded up. They are spread smoothly over the bed.)

STRUCTURES 113 AND 114

To be taught: start, finish. for (*duration*).

Start and *finish* were taught in Lesson 1. Here they can be used to teach the use of *for*, meaning duration.

Teacher: 'This morning I started my work early. I started my work at 6 o'clock and I finished it at 8 o'clock. I worked for two hours. Yesterday I started my work at 7 o'clock and finished it at half past eight. For how long did I work? I worked for an hour and a half. Yesterday our English lesson started at 11 o'clock and finished at a quarter to twelve. We had an English lesson for forty-five minutes. To-morrow our English lesson will start at a quarter to twelve and will finish at half past twelve. For how long shall we have our English lesson? On Mondays you start games at half past four and you finish at half past five. For how long do you play games?'

This need not be drilled very much. The real drilling will come under Structures 115 and 117.

STRUCTURES 115 AND 116

To be taught: Present perfect tense of the verb *to be*. Still. The pupils should find this easy as they have already learnt Structure 119.

Teacher: 'What time did you come to school today?'

M: 'I came to school at a quarter to ten.'

Teacher: 'What is the time now?'

M: 'It is a quarter past eleven.'

Teacher: 'You came at a quarter to ten and it is now a quarter past eleven. You have been here for an hour and a half.'

Teacher asks other pupils when they came.

Teacher: 'I first came to this school eight years ago (or in 1946). I am still here. I have been here for eight years.'

Teacher asks pupils when they first came to the school. Use *still* in the answer. e.g. 'You are still here. You do not go to another school. You still come to this school.'

Teacher tells several pupils to do different things: write on the board, stand by the window, read the last lesson, etc. Then he asks, 'Is K still writing? Is G still standing by the window? Is P still reading or has he finished?'

STRUCTURES 117 AND 122

To be taught: Present perfect continuous tense.

Teacher: 'I first came to this school eight years ago. I have been working here for eight years. I have been living in this'

town for eight years. Before that I lived in a village. I lived in a village for ten years.' (*Teacher gives suitable facts*). 'I have been living in this town for eight years. I have been teaching English for eight years. N, how long have you been learning English?'

N: 'I have been learning English for one and a half years.' Teacher asks others how long they have been learning different subjects. This can be done very quickly and gives plenty of practice.

Next ask them where they live and how long they have been living there. Ask how long they have been attending the school. Teach *attend*.

Practise also the question form.

STRUCTURE 118

To be taught: since.

Since is always used with reference to a date. It is not used with duration of time. 'I have been living in this house *since* December. I have been living here *for* three weeks.'

Practise with fixed times.

Teacher: 'I have been living in....since 1948. I have been teaching English since 1946. How long have you been learning English?'

P: 'I have been learning English since....'

Teacher: 'How long have you been in this class?'

P: 'I have been in this class since June.'

Teacher (to G): 'How long has J been living in this town?'

G (to J): 'How long have you been living in this town?'

J: 'I have been living in this town since 1949.'

G (to teacher): 'J has been living in this town since 1949.'

Practise also with times, e.g. 'I came to school at 10 o'clock this morning. I have been here since 10 o'clock.'

STRUCTURE 119

Already taught (see page 22).

STRUCTURE 120

To be taught: Just, already.

Step 1

Just, used with the present perfect, refers to an action that has been completed a very short time before it is spoken about. Notice the position carefully. It occupies the same place in the sentence as *always*, *never*, etc.

Teacher: 'We have been in school since 10 o'clock but we have just started the English lesson. We have just finished Lesson 14 and we are starting Lesson 15. I have been holding my book for ten minutes and I have just opened it. Have I just picked up my book? No, I have been holding it for ten minutes. Have we just come to school? No, we have been here for two hours, but we have just started our English lesson. K, stand up. Have you just stood up?'

K: 'Yes, I have just stood up.'

Step 2

Already is used when the speaker is telling the listener about something that has been done, and which need not be done again. Sometimes the listener does not know that this has been done.

Teacher sends R out of the room. Then he gives a piece of paper to G, S and P. He calls R back and gives him the rest of the pieces of paper.

Teacher: 'Please give a piece of paper to each boy. Do not give a piece to G; I have already given him a piece. I have already given a piece to S and to P. Do not give them a piece. They already have a piece. Does P need a piece of paper? No, he already has one. Do I need a pen? No, I already have one. M, do you need a pen?'

M: 'No, I already have one.'

Teacher: 'K, when will you read Lesson 12?'

K: 'We have already read it.'

Teacher: 'Who has already written his name on the piece of paper?'

M: 'I have. I have already written my name on the piece of paper.'

STRUCTURE 121

To be taught: Question and negative forms of the present perfect tenses. Short answers. a long time, a short time. wait.

The question forms have been practised under Structures 117, 118, 119.

Teacher: 'The Headmaster has been living in this town since 1930. He has been living here for a long time. Mr D has been living here since 1953. He has been living here for a short time. G, have you been living in this town for a long time?'

G: 'Yes, I have' or 'No, I haven't. I have not been living here for a long time.'

Teacher: 'Have you brought your Reader with you?'

M: 'Yes, I have' or 'No, I haven't. I have not brought my Reader with me.'

Teacher asks other questions, using a *short time* and a *long time*, e.g. learning English, listening to me, standing up, standing by the board, etc.

Teach *wait*. 'Yesterday S came at 8 o'clock. His friend came at 10 o'clock. S waited for two hours. He waited for a long time. He said, 'I have been waiting for a long time.'

Let pupils practise the question form.

STRUCTURE 122

Already taught (see page 28).

STRUCTURE 123

To be taught: either.....or.

Step 1

Teacher: 'Here are two pencils. I will give you one—only one. I will give you either the red one or the blue one. Which will you have?'

Teach also in the past. 'I gave you either the red pencil or the blue one. I don't remember which.' Repeat with different objects.

'I want a book. Give me either yours or K's. I do not want both.' Repeat with other objects.

Step 2

Teacher: 'Either P or S will come to the board. Only one boy will come. Decide yourselves. Either P or S will come. Somebody has my book. Either C or B has my book.'

(Notice that the verb is *always* in the singular.)

Step 3

Teacher: 'I will see your notebook. I will see it either now or at the end of the lesson. I will see K's either today or to-morrow. Give your book either to P or to S.'

Step 4

Teacher: 'I shall either show you the picture or tell you about it. Which shall I do? The Headmaster is either teaching or writing letters.'

More ideas for practice will be found in the tables after Lesson 16.

Notice the position of *either*.....*or*.

STRUCTURE 124

To be taught: neither.....*nor*.

This may be taught in the same way as Structure 123. The meaning is made clear if a 'but' clause is added, as shown below.

Step 1

Teacher: 'I will give you neither the red pencil nor the blue one, but the green one.'

Check for understanding by asking, 'Will I give you the red pencil?'

Use in the past. 'I gave you neither the red pencil nor the blue one, but the green one.'

Step 2

Teacher: 'Neither C nor B has my book, but A has it.'

More ideas for practising this structure also will be found in the tables after Lesson 16.

Notice the position of *neither*.....*nor*.

STRUCTURES 125 AND 126

To be taught: because. why?

Step 1

Try to illustrate with examples which can be done in front of the children.

Teacher asks for a glass of water. 'I want some water because I am thirsty.' (*he drinks the water*): 'I am drinking the water

because I am thirsty. Why am I drinking? I am drinking because I am thirsty.'

Ask a short boy to write something at the top of the board. Tell him to stand on a chair. 'M is standing on a chair because he is short. Why is he standing on a chair? This morning I saw G running. I said to him, "Why are you running?" He said, "I am running because I am late".'

Step 2

Teacher gives a pile of notebooks to K and asks him to give them out.

Teacher: 'K is giving that book to G because it is his. He is giving that book to P because it is his', etc. 'K, why are you giving that book to M?'

K: 'I am giving this book to M because it is his.'

Teacher: 'Why did you give that book to M?'

K: 'I gave that book to M because it was his.'

Repeat with other examples, e.g. shut the door because it was open, cleaned the board because it was dirty, put ice in the water because it was warm.

Step 3

Teacher borrows T's pen. 'I need a pen. Please give me yours. My pen is at home. I am writing with T's pen because mine is at home. T gave me his pen because I left mine at home.'

Teacher gives out objects, e.g. flowers, to some pupils. 'Who have flowers?' (*gives to those who have no flowers*): 'I am not giving any flowers to you because you have some flowers. I am giving some to you because you haven't any flowers.'

'Do we go to school on Sunday? No, we don't. Why do we not go to school on Sunday? We do not go to school on Sunday because Sunday is a holiday.'

STRUCTURE 127

Taught in Form I.

STRUCTURE 128

Taught in Lesson 9.

To be taught: Noun clause as object.

Step 1

Teacher tells different pupils to do different actions: put their hands on their heads, open a book, read Lesson 10, write, etc.

Teacher: 'I know something about S. What do I know about S? I know that S is reading Lesson 10. I know that P is writing his name. I know that B is putting his hands on his head. I know that T is standing by the board', etc.

'S, I know that you are reading Lesson 10. P, I can see that you are writing your name. B, I am telling M that you are putting your hands on your head. K, what do I know about P?'

K: 'You know that he is writing his name.'

Teacher: 'What do I know about T?'

K: 'You know that he is standing by the board.'

Teacher writes on the board: *S is reading Lesson 10.* 'What have I written on the board? I have written that S is reading Lesson 10.'

Repeat with other sentences. Let some pupils write sentences, and ask, 'What have you written on the board?' or 'What has G written on the board?'

Step 2

Teacher makes the pupils stop their activities.

Teacher: 'What did I tell you about S? I told you that S was reading Lesson 10. I told you that P was writing his name. I told you that B was putting his hands on his head. I told you that T was standing by the board.'

Then play at being deaf.

Teacher: 'What colour is G's shirt?'

T: 'G's shirt is red.'

Teacher: 'Did you say that G's shirt was green?'

T: 'No, I said that it was red.'

Teacher: 'Where is my book?'

G: 'It is on the table.'

Teacher: 'Did you tell me that my book was on the floor?'

G: 'No, I told you that it was on the table.'

Continue with other examples, practising *told you that* as well as *said that*. Notice that *tell always* has an indirect object. Practise more with the past tense than the present.

To be taught: until.

Step 1

Teacher: 'I will tell you a sentence, then you will write it. Wait until I tell you the sentence, then write it. Do not pick up your pens until I tell you the sentence. I shall wait until every boy is ready. Then I shall tell you the sentence.'

Give several sentences. If any pupil picks up his pen before you have finished a sentence, stop him and say, 'Wait until I tell you the whole sentence. Then write it.'

Give other examples. Let the boys write a word in turn on the board to make sentences. 'Wait until the boy before you sits down, then come to the board. This is the rule. Each boy waits until the boy before him sits down, then he goes to the board.'

'People wait in a queue until the bus comes. Teachers wait until the pupils are quiet, then they go into the room.'

Step 2

Teacher: 'Yesterday I came to school. I went to the bus stop and waited until the bus came. I stayed on the bus until it came to the school gate. I went to the teachers' room. I stayed in the teachers' room until the first bell rang', etc. 'What did you do until the bell rang?' (talked with my friends, played with my friends, learnt my lessons, etc.) Let pupils tell you what they did until the bell rang, what they did until they went to bed the night before, etc.

To be taught: while.

Step 1

Let pupils do different actions in pairs: sweeping the floor and dusting the table; reading a lesson and writing an exercise; running to the door and jumping; washing his face and washing his hands, etc.

Teacher: 'K is sweeping the floor while G is dusting the table. P is reading Lesson 19 while S is writing Exercise A. B is washing his face while C is washing his hands.'

Let the pupils suggest other actions and speak about them.

Step 2

'This morning R's mother was cooking the breakfast while R was washing and dressing. R was waiting for a bus while K was walking to school. The child was playing with his ball while Raman was cycling at the side of the road.'

Let the pupils give other sentences.

N.B. The Notes on Reading Lessons which follow do not, as a rule, give suggestions for the teaching of new words which are introduced into the oral drill, since the meaning of such words is adequately conveyed by the oral drill.

NOTES ON READING LESSONS

LESSON 1

New Structures. Structures 65-68 (pp. 1-4), 113 (pp. 27-8).

New words. year, garden, please, early, shout, shake, move, along, towards, hit, dead, thank you, drink, always, sometimes, never, start, finish, month, state, on holiday.

Oral preparation. Practise Structures 65-68. Conversation about the first day of school after the holidays. Teacher brings in as many of the words as possible in a general talk, making their meaning clear, e.g. 'This year you are in Form II (Standard VII). Last year you were in Form I (Standard VI). This is a new school year. This year Mr X is your class teacher. Last year Mr Y was your class teacher', etc. 'Today is the first day of the new school year in Mohan's school. Today he and Raman are going to school (*showing picture*). Yesterday they were playing in Mohan's garden', etc.

year: already illustrated above.

garden: show a picture; point to the school garden if it is in sight. 'There are pretty flowers in the garden. There are trees and grass in the garden. Children play in the garden.'

early: 'Raman went to school at half past eight. He went early. Mohan went at ten o'clock. He didn't go early.'

shout (shouted): demonstrate.

snake: picture or mother-tongue equivalent.

move (moved): demonstrate. 'I am moving my book. I am taking it from the table and putting it on the chair. I am moving my arms, head, feet. A snake moves. It hasn't any legs. It doesn't walk. It doesn't run. It moves.'

along: 'The man is walking along the road. The snake moved along the step.' (*Along* is used when the place is long and narrow. We walk along a passage or verandah, but not along a room.)

towards: demonstrate. 'I am walking towards the window, door, K's desk', etc. (*but stop before you reach it*). The difference between *to* and *towards* is that *towards* refers only to the direction but does not imply that you reach the place.

hit (hit): demonstrate.

dead: 'The man did not move. He did not open his eyes. He did not say a word. He was dead.' The mother-tongue equivalent may help.

drink (ārank): demonstrate.

start, finish (started, finished): 'Our school day starts at It finishes at This lesson started at It will finish at Tomorrow the English lesson will start at It will finish at'

month: show the calendar. 'This is the month of June.' Teach the names of the months and the order in which they come.

State: mother-tongue equivalent.

on holiday: practise this phrase: 'When were you on holiday? Was your father on holiday?', etc.

Key to Exercises

B. 1. Drink your coffee. 2. Give the ball to Baby. 3. Open the window. 4. Pick up the snake. 5. Hit the snake. 6. Eat the vadai. 7. Say 'Thank you'.

F. The place for the adverb is shown. Pupils must select according to the sense they wish to give.

1. I....eat sweets. 2. My school books are....in my bag. 3. Raman....goes to school. 4. I....put milk in my coffee. 5. I....drink hot milk. 6. Our schools are....on holiday. 7. Our school year....finishes. 8. The week....starts on Sunday.

LESSON 2

New Structures. Structures 69, 70, 71 (pp. 4-6).

New words: home, cold, sit, by, wife, marriage, mend, husband, clothes, lie, son, stand, sleep, daughter, count, bed, yours, mine, hers, ours, theirs, his, — years old, ever.

Oral preparation. Practise Structures 69-71.

Talk about the picture, naming the different people, and introducing different words, e.g. wife, husband, son, daughter. 'This is Mr Smith. Mrs Smith is his wife. He is Mrs Smith's husband. Tom is their son', etc.

Most of the new words in this lesson have been taught orally when the structures were drilled.

home: it is not possible at this stage to explain the difference between *home* and *house*. We use *house* when we are thinking chiefly of the building, and *home* when we are thinking of the house and the family together. The teacher should bear this distinction in mind, but need not explain it to the children.

cold: contrast with *hot*. Try to show that *cold* is not the same as *cool*. Ice is cold, not cool.

marriage: 'Mr John Smith married Miss Mary Wood. Then she was Mrs Smith. Before her marriage she was Mary Wood. After her marriage she was Mary Smith.' Teach the verb *marry*, *married* also. Children are interested in learning the English way of naming people. If they are going to read English books later and write to English people they will need to understand this.

clothes: demonstrate. Shirts, skirts and shoes are clothes.

mend (mended): demonstrate.

asleep: teach 'He is asleep' as well as 'He is sleeping.'

bed: 'We sleep on a bed. A bed has four legs.'

count: 'I am counting my fingers: one, two, three, four', etc.

— *years old*: teach the expression: 'He is eleven years old', and the question: 'How old is he?'

Key to Exercises

- D. 1. his. 2. hers. 3. yours. 4. mine. 5. ours. 6. hers.
7. theirs.

LESSON 3

New Structures. Structures 72, 73, 74, 75 (pp. 6-9).

New words. belong, live, work, sell, flour, egg, many, help, buy, few, a lot of, send, pound, much, price, penny (pence), orange, yard, shilling.

Oral preparation. Practise Structures 72-75. Talk about the picture of the shop, introducing the words that have not been taught in the structure. Talk about shopping and introduce *shilling*, *pence*, *price*, *pound*.

belong (belonged): 'This is my pen. It belongs to me. This is Mr Smith's shop. It belongs to him.'

live: 'I live in No. 5, Govinda Naick Street. Tom lives in England.'

work: 'I teach you. That is my work. Your mother cooks the food. That is her work. Farmers work in the fields. Teachers work in a school.'

flour, egg, orange: show some or else give the mother-tongue equivalent.

help: demonstrate. 'G is opening the window. I am helping him. K, will you write the names of all the boys? M, will you help him?'

pound: 'We buy a viss of sugar. An English person buys a pound of sugar.' If possible, show the pupils a pound of something. Let them feel the weight.

price: 'The price of an egg is two annas. The price in England is five pence.'

penny, pence, shilling: 'Rupees and annas are Indian money. Shillings and pence are English money. There are sixteen annas in a rupee. There are twelve pence in a shilling.'

yard: show a yard on a tape measure (inch tape).

one: Teach the use of *one* instead of repeating the noun. 'I have a red book. You have a blue one. K has a green one. I haven't a pencil. Will someone give me one?'

Key to Exercises

B. 1. are, many, are, a few. 2. a lot of. 3. is, a little. 4. many. 5. many. 6. much. 7. is. 8. are. 9. are, a lot of. 10. a little.

D. 1. hers. 2. his. 3. theirs. 4. ours. 5. yours.

E. sold, were, came, helped, did, washed, cooked, helped, tid, had, took, bought, put, took, bought, said 'These things are heavy. Shall I send them to your house?', took, took.

F. I'll, I shall, I will. I haven't, I have not. We don't, we do not. There aren't, there are not.

LESSON 4

New Structures. Structures 76-78 (pp. 9-12), 90 (p. 16), 220 (can).

New words. very, rich, away, more, than, less, town, parent, prize, win, drawing, most, speak, glad, kind, speech, dosai, can, competition, the numbers from thirteen to one hundred.

Oral preparation. Practise Structures 76-78 and of *can* and *cannot*. Revise the numbers (Structure 74. Step 2).

Can and *cannot* may be taught in some such ways as the following:

Teacher: 'I have a pen. I can write. I am writing now.' (*puts his pen away*): 'Now I haven't a pen. Can I write?'

No, I cannot write.' (takes out his pen): 'Now I have my pen. Now I can write.'

'I can move this chair', (does so). 'I cannot move this desk' (or some heavy object). 'It is heavy. This chair is not heavy. I can move it.'

give away: used about money or things given as charity. 'My father gave me a new pen. I gave away my old one.'

Talk about prizes and introduce some of the new words.

prize: 'Some boys ran a race. Mohan came first. He won a prize.'

win (won): 'Chandran came first in class. He won a prize. Did any of you win a prize last year?'

drawing: demonstrate. 'I am drawing a picture. Raman drew good pictures. He got a prize.'

very: see Structure 90.

rich: 'That man has a lot of money. He is rich.'

parent: 'Your father is your parent. Your mother is your parent. Your father and mother are your parents.'

speak (spoke): 'I am speaking to you. I am saying words. I am speaking.'

speech: 'He said many things. Those things were his speech. What was Mr Perumal Chettiar's speech? Read it.'

glad: 'Your mother gave you some sweets. You were glad. You were not sad. Your father gave you a rupee. You were glad. Your father and your mother were kind.'

competition: 'There was a reading competition. Many boys read. Raman came first. He won the prize.'

Key to Exercises

C. 1. Raman. 2. Chandran. 3. Raman. 4. Chandran. 5. Gopal. 6. Mohan.

D. 1. Meera. 2. Kamala. 3. less. 4. Meera. 5. Rani.

E. Make sure that the pupils put in *and* after *hundred*: one hundred *and* four, three hundred *and* forty-two.

LESSON 5

New Structures. Structures 79-84 (pp. 12-14), 86 (pp. 14-15).

New words. near, once, twice, family, young, life, better, country, electric light, bright, lamp, pipe, clean, worse, air, fresh, vegetable, important, world, grow, without, again, how.

Oral preparation. Practise Structures 79-84. Talk about the town and the village, bringing in various comparisons and introducing the new words.

town, country: a town is bigger than a village. There are more houses in a town than in a village. Villages are in the country. There are more fields in the country than in the town. There are more farmers in the country than in the town. Ask the pupils various questions: 'Where is the cleanest water? Where is the best milk? Where are the best schools?', etc.

electric light, lamp, pipe, vegetable: show if possible. Teach the difference between *pipe* and *tap*. 'The water comes through the *pipe*. We turn on the *tap*.'

family: 'Your father, mother, brothers and sisters are your family.'

life: 'My father and mother are very kind to me. Life in my family is happy. My life at school is happy.'

bright: show something that is bright. Compare it with something that is not bright, e.g. a shining piece of metal and a dull piece.

clean: show something clean and something dirty.

air: mother-tongue equivalent.

fresh: if possible, show some fresh flowers and some faded ones. 'These flowers are fresh. These are not fresh.'

grow (grew): 'First children are small. Then they get bigger and bigger. They grow. Children grow, animals grow. Rice grows. The farmer puts it in the ground. He gives it water. He grows it.' Teach the past tense: 'The farmer grew the rice.'

important: the meaning of this should be clear from the story.

world: mother-tongue equivalent.

without: 'I always bring my book with me, but to-day I came without my book. It is at home. We cannot write without a pencil or a pen.'

Key to Exercises

B. Be sure that the pupils get the spelling correct.

D. Any of these: 1. richer, kinder, older, cleaner, bigger, or more important. 2. colder, cooler, brighter, or hotter. 3. The richest, the youngest, the kindest, the oldest, the cleanest, the newest, the biggest, the saddest, the gladdest, the dirtiest, the

happiest, the prettiest or the most important. 4. the oldest, the newest, the cleanest, the biggest, the dirtiest, or the heaviest. 5. brighter, older, newer, cleaner, or bigger. 6. Older, cleaner, bigger, or more important.

E. 1. good/bad, better/worse, the best/the worst. 2. better/worse. 3. the best/the worst.

F. 1. Don't you go to school? Do you not go to school? 2. Don't you drink milk? Do you not drink milk? 3. Didn't you open the door? Did you not open the door? 4. Didn't you speak to me? Did you not speak to me?

LESSON 6

New Structures. Structures 85, 87, 88 (pp. 15-16).

New words. engineer, build, bridge, mile, almost, dry, support, bank, wide, deep, only, across, long, dig, hole, sand(y), rock, strong, also, high, bottom, tall.

Oral preparation. Practise Structures 85, 87, and 88. Draw a rough sketch of a bridge over a river and talk about it as you draw it, bringing in as many of the new words as possible, e.g. 'This is a river. There is a *bank* on each side. These are the *banks* of the river. This is a *bridge*. The *bridge* goes *across* the river. It goes from one *bank* of the river to the other *bank*. People cannot walk *across* the river. They walk *across* the *bridge*. I am walking *across* the room. I am walking from one wall to the other. K, will you walk *across* the room? This *bridge* has four *supports*. Where are the *supports*? Two of the *supports* are on the *banks*, and two *supports* are in the river. This is the river bed. In March and April there is not much water in the river bed. The river bed is *almost dry*. In October after the rains the river will be full of water. In April there is very little water in the bed. The bed is *almost dry*. This piece of cloth is *dry*. I am putting it in this water. Now it is wet. It was *dry*. Now it isn't *dry*. A lot of men *build* a *bridge*. First they *build* the *supports*. K, show me the *supports*. G, show me the *banks*. M, show me the *river bed*.'

As each new word is mentioned the teacher writes it up on the board.

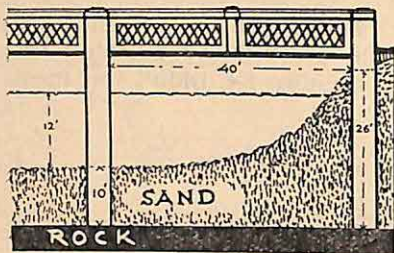
He explains *engineer* and *almost*.
engineer: 'An engineer builds bridges and houses. He makes roads and wells.'

almost: 'This pencil is almost as long as yours.' Shows something very slightly dirty. 'This is almost clean. There is only one dirty mark. This cloth is almost dry. It is only a little wet.'

mile: name some place that is a mile from the school.

Pupils then read as far as 'What did you do first?' Teacher

questions on it. The teacher then continues the oral preparation, using his blackboard sketch and introducing *dig*, *hole*, *sand* (*sandy*), *rock*, *bottom*. Draw a sketch to show the rock at the bottom of the hole on which the supports are built. (See the diagram).



strong: illustrate with objects that are not easily broken rather than by some person who is strong, e.g. 'This is a tin box. It is strong. This cardboard box is not strong.'

also: 'I am giving you my pencil. I am giving you my pen also.' Illustrate with other objects.

Key to Exercises

D. 1. men, bridge. 2. river. 3. men, hole. 4. holes, banks. 5. town, miles, bridge or village. 6. prizes, boys. 7. village. 8. water, well.

E. 1. There are holes on the banks. 2. The children went across the bridges. 3. They have large rooms in their houses. 4. The rivers are full of water in October. 5. The servants always put the cups of coffee on the tables.

F. 5. The servant never puts the cup of coffee on the table.

LESSON 7

New Structures. Structures 89, 91, 92 (pp. 16-18).

New words. beside, look, find, like, gold, wear, loose, lesson, listen, tell, mark, bird, crow, fight, drop, think, look for, look at, look in, one by one.

Oral preparation. Practise Structures 89, 91 and 92. Take things out of your bag one by one and pretend to be looking for something. 'What am I doing? I am taking my books out of my bag. I am taking them out *one by one*. I am putting them on the floor *beside* my table.' Practise these. Ask the

pupils to stand up one by one, sit down one by one, etc.; to put their pens beside their books, stand beside you, etc.

Search in your bag again. 'What am I doing? I am *looking* for my *ring*. I cannot *find* my *ring*.' Then search for other things. 'I am *looking* for my notebook. I put it in the drawer yesterday. I cannot *find* it now. I am *looking* for it, but I cannot *find* it.' (*find* it): 'Here it is. It is between two other books. Where did I *find* it? I *found* it between two other books. Now I will look for my *ring*. I will *look* in my bag again', and so on.

gold: 'This is a gold ring. This is not a gold ring.' Teach by contrast. If possible, show a ring with a red stone. 'There is a red stone in this gold ring.'

wear: 'I am wearing a red shirt. K, what colour shirt are you wearing? Are you wearing a ring? Are you wearing shoes? Do you wear shoes in the street?'

loose, drop: demonstrate. put your ring on a finger too small for it. 'My ring is loose. I shall drop it.' Show how it drops off. Drop other things. Let the pupils drop books, pieces of paper, etc.

mark: make a mark on the board. Show a mark on a chair, desk, table, wall, etc.

bird, crow: these can probably be pointed out from the window. If not, the picture in the lesson may be used.

fight: get two boys to fight. 'These boys are fighting.'

The other words have been used in oral work.

Key to Exercises

B. 1. red. 2. dirty. 3. clean. 4. young. 5. bright. 6. fresh. 7. pretty, gold. 8. green.

D. 1. looking at. 2. looking for. 3. looking at. 4. looking in. 5. looking for.

E. 1. Mohan had no prize. Mohan hadn't a prize. 2. There was no bird on the tree. There wasn't a bird on the tree. 3. I have no red book. I haven't a red book. 4. We have no well in our garden. We haven't a well in our garden. 5. There is no post office in this village. There isn't a post office in this village.

KEY TO REVISION TEST 1

D. The place for the adverbs is shown. Pupils must select the one which fits best. The answer should begin with 'Yes,....' or 'No,....'

1. I....sleep at school. 2. My teacher....sits down. 3. I....
read my book. 4. The boys in my class....speak to me. 5. I
....go across a river.

E. 1. older. 2. dirtiest. 3. deeper. 4. most important.
5. pretty. 6. cold.

F. 1. more. 2. less. 3. few. 4. much. 5. many.

G. 1. Don't crows take rings? 2. Didn't Gopal's father
eat....? 3. Wasn't Tom the son of John Smith? 4. Didn't the
shop belong to John Smith? 5. Isn't the country....?

H. 1. men, bridge. 2. stone, ring. 3. Water, well.

I. 1. strong, big. 2. pretty, red. 3. hot.

LESSON 8

New Structures. Structures 93, 94 (pp. 18-19), and exclamations.

New words. fair, see, swing, hullo, tent, fat, weigh, minute,
ice, break, small, feel, hear, music, charmer, watch, enjoy,
smell, jasmine.

Oral preparation. Practise Structures 93 and 94. Talk about
the picture, introducing the new words, *fair, swing, tent,*
charmer, music, enjoy, watch. If *weigh* was not taught under
Structure 87, it should be taught now (see Structure 87).

fat: refer to any fat person known to the pupils.

watch: 'Gopal and his friends are watching the snake
charmer. M, come and write your name on the board. We will
watch you. We are watching M. Watch me.' (*teacher does*
something): 'What am I doing?'

enjoy: this must *always* have an object. We cannot say *I*
enjoyed. We may say, 'I enjoy my English lessons. I enjoyed
that cup of coffee. He enjoyed the fair.' When we want to
talk about an excursion or a party where we enjoyed a number
of different things we say 'I enjoyed myself'. Practise this.
'Did you enjoy yourself yesterday? Yes, I did. Did Gopal enjoy
himself? Did the boys enjoy themselves? Where did they enjoy
themselves?' The correct forms are *myself, yourself* (singular),
himself, herself, ourselves, yourselves (plural), *themselves*.

minute: show the minute hand on the clock. Teach *in a*
minute. 'I will ask K a question in a minute. After a few
minutes I shall clean the board.'

ice: if possible, show some. 'We put ice in water. The
water gets cold.'

break (broke), small: break the ice, if available. If not, break a piece of chalk. 'I am breaking the chalk into small pieces. P, break this piece of chalk into small pieces. What are you doing?' Demonstrate with things that can be broken, not torn: a stick, piece of brick, stone, old box, etc.

jasmine: show some, or give mother-tongue equivalent.

Exclamations: teach exclamations about things in the school or classroom, e.g. 'How tall G is! How dirty the floor is! How heavy my bag is! How pretty these flowers are! How noisy the boys are! How fat P is!', etc.

Key to Exercises

C. 1. look at, see. 2. see. 3. listen to, hear, listen to.

F. 1. How cold the ice was! 2. How pretty Kamala is! 3. How long the bridge is! 4. How deep the well is. 5. How greedily Suri was! 6. How old these books are! 7. How hot the sun was! 8. How cool the shade is! 9. How green the grass is! 10. How fat that man is!

G. 1. myself. 2. himself. 3. themselves. 4. yourself. 5. ourselves. 6. herself. 7. themselves. 8. yourselves.

LESSON 9

New Structures. Structures 95, 96, 97 (pp. 19-21), 128.

New words. visitor, want, chalk, question, remember, well, like, about, fish, know, creature, sea, need, understand, die, inspector.

Oral preparation. Practise Structures 95, 96 and 97. The pupils will know most of the new words also from the structure drill. Those that have not been learnt previously may be introduced somewhat as follows:

visitor: 'Sometimes my friends come to my house. They come in and talk to me for a little time. I give them a drink. They are my visitors. They visit me. Gopal and his friends visited the fair. In Lesson 1, Raman visited Mohan's house.'

about: 'This is a lesson about a visitor. Lesson 8 was about a fair. Lesson 2 and 3 were about England. Lesson 7 was about girls. Lesson 8 was about boys. Do you like stories about school?'

fish: do not explain this word until the story has been read. See if the pupils can guess it.

creature: any animal or person. 'Men, women, girls and boys, dogs, goats, buffaloes, snakes and birds are all creatures.'

sea: show a picture, or point to the sea on a map.

die: 'In Lesson 1, Raman hit the snake. The snake died.'

LESSON 10

New Structures. Structures 98, 99, 119 (pp. 21-23).

New words. king, love, beautiful, jewel, necklace, often, round, minister, princess, companion, monkey, sing, branch, bathe, soon, wake, lose, angry, thief, hunter, untie.

Oral preparation. Practise Structures 98, 99 and 119.

'Who wear *jewels*? Girls and women wear *jewels*. They wear them in their ears. Those are earrings. They wear *jewels* on their fingers. Those are rings. They wear bangles on their wrists and arms. They wear chains or *necklaces* round their necks. *Necklaces*, earrings, rings and bracelets are *jewels*. *Necklaces* often have stones in them. They do not always have stones. Sometimes they are gold without stones, but often they have stones. This story is about a *princess* and her *necklace*. It was a necklace of stones. She often wore the necklace. She wore it almost every day. It was very *beautiful*.'

'A *princess* is the daughter of a *king*. We do not have *kings* in India now but we did.' (*mention famous kings*): 'Asoka was a king. Kings had *ministers*. The *ministers* helped the king. We have ministers now' (*mention well-known ministers*). 'Who is the Chief Minister?', etc.

'The princess had a *companion*. The *companion* went with her everywhere. K has a *companion*. G is his *companion*. Who is M's *companion*?'

'Have you seen a *monkey*? (*picture*). Where do *monkeys* live? They often live in trees. They sit on the *branches*' (*rough sketch on board*). 'Hunters catch *monkeys*. They catch other animals also.'

'Look at the picture. The princess is *bathe*ing in the river. Do you ever *bathe* in a river? Do you *bathe* in a tank?'

'You are not reading the lesson now, but you will soon read it.' (*Give a pupil a piece of string in a knot*): 'M, will you *untie* this for me? M will soon *untie* it. People sometimes *tie* a piece of rope round a cow's neck. They hold the other end. The hunter in the story *tied* rope round the monkeys.'

'The girl is sleeping under the tree. She will *soon* wake up. What time do you *wake up* in the morning? I *wake up* at half past five.

'In Lesson 7 Rani *lost* her ring. She said, "I cannot find my ring. I have *lost* it." Sometimes we *lose* our jewels. Then we are sad. Sometimes people take our jewels. Then we are *angry*. These people are *thieves*. A *thief* comes into our houses and takes our things.

soon: illustrate with things which teacher or pupils will soon do, e.g. 'I will soon ask K a question.' Then do so soon afterwards.

Key to Exercises

B. 1. The mother saw the child jumping. 2. The pupils listened to their teacher speaking. 3. The monkey looked at the girl sleeping. 4. Kannan watched his father washing the cow. 5. Prema heard her brother shouting.

E. has come. have you read? We have read. Have you finished? We have finished. did you read? We read. Have you written? I have written. I have cleaned. Did you write? I wrote.

F. 1. Whom did you see coming? 2. When did you see him? 3. What have you given him? 4. Who has found this rupee? 5. Whom did you hear shouting?

LESSON 11

New Structures. Structures 100, 101, 102 (pp. 23-25).

New words. path, side, cycle, slowly, car, quickly, middle, in front of, suddenly, slip, loudly, turn, behind, doctor, gently, hospital, policeman, at once.

Oral preparation. Practise Structures 100, 101 and 102.

Make a rough sketch on the board of a road with a path on each side of it. Talk about it, introducing the words not already brought into the structures.

'This is a road. There is a *path* on each *side* of the road. These are the *paths*. People walk on the *paths*. Bicycles and cars go in the road. Bicycles go at the *side* of the road. J's desk is at one *side* of the room. B's desk is at the other *side* of the room. J, go from your *side* of the room to the other *side*. Cars move in the *middle* of the road' (*show a picture of a car if not known*). 'This is the *middle* of the road' (*showing in*

sketch). 'My book is in the middle of the table. G, come and write your name in the middle of the board.'

'I am standing in front of you. I am standing behind the table. (calls M and T and makes one stand in front of him and the other behind him). M is in front of me. T is behind me. R, stand in front of the board. B, stand behind my chair.'

Teach also *front* and *back*, e.g. 'This is the front of the book. This is the back of the book.' (picture, board, shirt, head, etc.).

slip: Let the chalk slip from your fingers. 'The chalk slipped from my fingers. The book slipped from my hand', etc.

turn: demonstrate, turning a handle, turning round, turning to one side. Walk across the room and turn to the left or right.

cycle: 'Raman cycled to school. He went on his bicycle. He cycled.'

doctor, hospital, policeman: These will probably be known.

at once: 'N, stand. N stood at once. P, go to the door at once. Do not wait.'

Key to Exercises

F. 1. The doctor saw Raman lying in the road. 2. I heard the car moving down the road. 3. Gopal watched the doctor feeling Raman's arms and legs. 4. We looked at the ball going into the middle of the road. 5. We saw the child playing with his ball.

G. 1. bathed. 2. cycled. 3. smelt. 4. shouted. 5. felt.

LESSON 12

New Structures. Structures 103-108 (pp. 25-26).

New words. learn, weave (weaver), cloth, clever, praise, become (became), proud(ly), god (goddess), foolish(ly), human, afraid, silent(ly), ashamed, kill, pity, change, spider, spin, day after day, side by side.

Oral preparation. Practise Structures 103-108.

Tell the pupils, in the mother tongue, something about Greece. More than 2,000 years ago Greece was the most civilized and cultured country in Europe. It had good government, wise philosophers and teachers, great artists and a wonderful language and literature. The Greeks worshipped many gods and goddesses and many stories about them appear in their literature. No one worships the Greek gods and goddesses now, but

all well-educated English-speaking people know these stories, and English writers refer to them in their books.

Talk about the picture and introduce as many new words as possible.

learn: 'You will learn about a Greek girl in this story. You will learn about a Greek goddess.'

goddess: mother-tongue equivalent. 'The person on the right is the goddess. Her name is Minerva.'

human: 'The other person is a human. She is not a goddess. Men, women and children are humans. Animals are not humans. Gods are not humans. This human's name is Arachne' (*pronounced Arakny*).

weave (wove): 'The goddess and the human girl are weaving pictures in cloth' (*show cloth*).

cloth: 'Weavers make cloth. They weave it.' (*show a fancy sari border*): 'This is a picture in cloth. Some weavers weave pictures in cloth.'

clever: 'Arachne was clever. All her pictures were good. She wove well. In Dictation R had 10 words right. He was clever. P had no words right. He was not clever. Think of Lesson 4. Who was cleverer, Raman or Gopal?'

praise: 'People said to Arachne, "How clever you are. How beautiful your pictures are!" They praised her. The Inspector in Lesson 8 praised the class.'

become (became): 'I put some water in a pot. I put the pot on the fire. The water became hot. Gopal put ice in his drink. The drink became cold.'

proud: 'A proud person thinks, "I am better than other people." He speaks proudly to poor people. Some clever people are proud, but not all.'

foolish (ly): 'Arachne said, "I can weave as well as the goddess." She spoke foolishly. She was a foolish girl.' (Mother-tongue equivalent if desired.)

afraid: The teacher can act this. 'I see a snake. I am afraid. What do I do?' Teach *afraid of*. 'Are you afraid of snakes? of dogs? of buses?', etc.

silently: quietly.

ashamed: 'S got only 1 mark out of 10 for his exercise. The teacher said, "This is bad work." S was ashamed.'

kill: 'R hit the snake. He killed it. The snake was dead.'

sketch). 'My book is in *the middle of* the table. G, come and write your name in *the middle of* the board.'

'I am standing *in front of* you. I am standing *behind* the table. (calls M and T and makes one stand in front of him and the other behind him). M is *in front of* me. T is *behind* me. R, stand *in front of* the board. B, stand *behind* my chair.'

Teach also *front* and *back*, e.g. 'This is the *front* of the book. This is the *back* of the book.' (picture, board, shirt, head, etc.).

slip: Let the chalk slip from your fingers. 'The chalk slipped from my fingers. The book slipped from my hand', etc.

turn: demonstrate, turning a handle, turning round, turning to one side. Walk across the room and turn to the left or right.

cycle: 'Raman cycled to school. He went on his bicycle. He cycled.'

doctor, hospital, policeman: These will probably be known.
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weave (wove): 'The goddess and the human girl are weaving pictures in cloth' (*show cloth*).

cloth: 'Weavers make cloth. They weave it.' (*show a fancy sari border*): 'This is a picture in cloth. Some weavers weave pictures in cloth.'

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foolish(ly): 'Arachne said, "I can weave as well as the goddess." She spoke foolishly. She was a foolish girl.' (Mother-tongue equivalent if desired.)

afraid: 'The teacher can act this. I see a snake. I am afraid. What do I do?' Teach *afraid of*. 'Are you afraid of snakes? of dogs? of buses?', etc.

silently: quietly.

ashamed: 'S got only 1 mark out of 10 for his exercise. The teacher said, "This is bad work." S was ashamed.'

kill: 'R hit the snake. He killed it. The snake was dead.'

pity: 'Rani lost her ring. She was sad. Meera pitied her. Give mother-tongue equivalent.

change: Write up a word, e.g. *sing*, then rub out *s* and write *r*. 'I am changing this word. I am changing *sing* into *ring*.'

spider: mother-tongue equivalent.

spin: mother-tongue equivalent.

day after day: 'Raman listened to English day after day. He spoke well.'

side by side: make two children stand side by side.

Key to Exercises

C. 1. more. 2. less. 3. more. 4. less, the least. 5. more, the most.

D. 1. afraid. 2. ashamed. 3. afraid. 4. ashamed.

F. beautiful princess, clever pupil, dirty clothes, cold water, new clothes.

G. moving quickly/slowly, speaking gently/loudly, writing badly, singing loudly/gently, driving slowly/quickly.

LESSON 13

New Structures. Structures 109, 110, 111, 112 (pp. 26-27).

New words. *watch* (noun), *saucepan*, *handle*, *stove*, *kitchen*, *professor*, *college*, *lecture*, *ordinary*, *meal*, *for*, *breakfast*, *boil*, *headache*, *prepare*, *afternoon*, *dish*, *cut*, *bread*.

Oral preparation. Practise Structures 109-112.

Talk about the pictures, introducing *watch*, *saucepan*, *handle*, *stove* and *kitchen*. Notice the pronunciation of *stove*. It rhymes with *drove*, not with *above* or *move*. The *o* sound is like that in *stone*.

professor, *college*, *lecture*: 'Teachers teach in schools. Professors teach in colleges. Some boys go to college after school. Teachers give lessons. Professors give lectures. Teachers teach. Professors lecture.'

afternoon: the time between the midday meal and about 5 o'clock.

ordinary: mother-tongue equivalent, then examples. 'A man with one leg is not ordinary. A dog with four legs is ordinary. Going to school at 10 o'clock is ordinary. Going to school at 6 o'clock is not ordinary.'

meal: 'I have rice for my morning meal. When do you have your evening meal? How many meals a day do you have?'

headache: mother-tongue equivalent.
prepare: 'We prepare coffee like this.' (See Structure 112, p. 27.) 'Can you prepare coffee? Who prepares the meals in your house? The teacher prepares his lessons.'

breakfast: the first meal of the day.

dish: if possible show cup, saucer, plate, etc. These are dishes.

cut: demonstrate.

bread: if possible show some and let the children taste it.

Key to Exercises

B. 1. for. 2. at. 3. for. 4. without. 5. for. 6. without.
7. at.

D. 1. herself. 2. himself. 3. themselves. 4. herself. 5. yourself. 6. you.

G. 1. Professor Green's wife was Mrs Green. 2. Who cooked his watch? 3. He said, 'I have a bad headache.' 4. I don't like eggs. 5. How beautifully she weaves!

KEY TO REVISION TEST 2

A. 1. How beautifully she weaves! 2. How clever he is! 3. How slowly you work! 4. How ashamed I am!

B. 1. listening to. 2. see. 3. look at. 4. hear.

D. 1. I saw Raman writing a letter. 2. The boys watched the snake charmer playing on his pipe. 3. The teacher is looking at Meera making a garland. 4. My mother heard the monkeys fighting. 5. The teacher listened to the boys reading a story.

E. 1. has finished. 2. has put. 3. has written. 4. has taken. 5. has lost. 6. has gone. 7. has caught. 8. have broken.

F. 1. foolishly, to the teacher, yesterday. 2. quickly, to his house, after school. 3. quickly, on the board, this morning.

4. silently, along the step. 5. happily, in the playground.

H. 1. themselves. 2. himself. 3. herself. 4. him. 5. me. 6. herself.

I. *Nouns*: boys, sweets, girls, tree, man, letter, girl, goddess, girl.

Adjectives: little, large, old, long, beautiful, foolish.

Verbs: are eating, were playing, has written, will sing, spoke.

J. 1. Have you prepared your lecture? 2. Did she weave a beautiful piece of cloth? 3. Is the water in the saucepan boiling?

4. Will he make the beds for you? 5. Did he learn his lesson well?

K. 1. How does he run? 2. Is a dog like a monkey? 3. Who writes better, Raman or Mohan? 4. What did he put in the saucepan? 5. Do you like oranges?

LESSON 14

New Structures. Structures 114, 115, 116, 117 (pp. 27-29).

New words. law, education, age, till, attend, leave, fee, free, direction, same, primary, different, secondary, usually, still, lunch, poor, pay, cheap, football, match.

This lesson may appear a little difficult, but if the oral work is done carefully the children will not find it difficult. In Book I, Lesson 18 the pupils learnt 'Every child does not go to school'.

Oral preparation. Practise Structures 114-117. Talk to the children about schools in India first.

'Do all children in India go to school? How many classes are there in *primary* schools? Is your school a *primary* school or a *secondary* school, or a higher elementary school? In England there are no higher elementary schools. There are only *primary* schools and *secondary* schools. In England every child goes to school. That is the *law*. It is a law about *education*' (mother-tongue equivalents).

'Raman has been coming to school for seven years. He has been *attending* school for seven years. He first *attended* school at the *age* of five.

'At what *age* did you come to school? Did you come to school at the *age* of five? Did you come before the *age* of five? At what *age* do children *leave* the primary school? Some *leave* at the *age* of ten, some at the *age* of eleven', etc. 'In England all children *leave* the primary school at the *age* of eleven. They attend the primary school *till* the *age* of eleven. Then they *leave*.'

'Do you *pay fees* in your school? When do you *pay fees*? Do pupils pay fees in all schools? Do they pay fees in primary schools? In England pupils do not pay fees in primary or secondary schools. They do not pay fees in any ordinary schools. *Education* is *free* in England.'

'Look at the picture. The girl Joan and the little boy Billy are going to the *same* school. They are going in the *same*

direction. The big boy Jack is going in a *different direction*. He is going to a *different school*. He is going to a secondary school. Joan and Billy are going to a primary school. Girls and boys *usually* go to the same primary schools. They *usually* go to *different* secondary schools.

different: 'These two pencils are the same. They are both red. These two pencils are different. One is green and the other is red.' Ask about several things: 'Are they the same or different?'

direction: tell G to walk to the door and K to the window. 'G is walking in one direction. K is walking in a different direction.'

usually: 'We usually have our lesson in the classroom. We sometimes have it in the playground.'

'Do you have your food at school? Do you bring it with you? Does your mother send it? In England most children have their *lunch* at school. They do not give a lot of money for the *lunch*. The lunch is *cheap*. Some parents have very little money. They are *poor*. They do not *pay* for the lunch. The lunch is *free* for their children.'

football: show one.

match: refer to some match which the pupils will know about. 'There was a match between X and Y last week.'

Key to Exercises

- D. 1. Yes. 2. No. 3. Yes. 4. No. 5. No. 6. Yes.
7. Kamala.
E. 1. I have been sitting. 2. stood. 3. has been looking.
4. has been sleeping. 5. read. 6. lived or was living.

LESSON 15

New Structures. Structures 118, 119, 120, 121, 122 (pp. 28-31).

New words. keep, festival, way, place, carpet, special, invite, large, cousin, aunt, already, yet, decide, petal, pattern, since, just, bite, nice, as well.

Oral preparation. Practise Structures 118-122. Talk about some festival that has just taken place or will soon take place.

'What do people do on the *festival*? In Book I we read about Mattu Pongal. How do people *keep* the *festival* of Mattu Pongal? In what *way* do they *keep* the *festival*? People do not

keep all festivals in the same way. All people do not write in the same way. All people do not speak in the same way. Some people speak slowly. Some speak quickly. They speak in different ways.'

'People from different places speak in different ways. People from country places and people from towns speak in different ways.'

'Look at the picture. What are the children doing? They are making a flower carpet. People make flower carpets at Onam. People have special food at Onam. They do not have ordinary food.' (Mention other occasions when people have special food.) They invite people to their houses. They say "Please come to our house". We invite visitors.'

large: big.

aunt: mother's or father's sister.

cousin: uncle's or aunt's child.

yet: 'You have not read Lesson 15 yet. You will read it soon but you have not read it yet. Have you had your lunch yet?' Teacher gives out pencils. 'Have I given you a pencil yet?'

decide: 'Which will you have, a red pencil or a blue one?' Decide quickly. Have you decided?'

petal: show the petals of a flower.

pattern: draw a pattern on the board. Point to the pattern of the flower carpet.

bite (bit): demonstrate.

nice: show something attractive. 'This is nice. I like it.'

as well: 'K, come here. G, come here as well. Give me your book. Give me your pen as well.'

Key to Exercises

F. 1. for. 2. since. 3. since. 4. since. 5. for. 6. since. 7. for. 8. since.

G. 1. went. 2. has been. 3. went. 4. has been sleeping. 5. learnt. 6. Did you sit? 7. has she been wearing? or did she wear? 8. has been playing or played.

LESSON 16

New Structures. Structures 123 and 124 (pp. 31-32).

New words. either, miss, neither, nor, message, suit, ready, rather, anxious, post, hungry.

Oral preparation. Practise structures 123 and 124.

miss: talk about the picture. 'What are the boys doing? What are they looking at? They are waiting for the car. They are going to Madras. They will not go to school. They will miss school. Did anyone miss school yesterday? Last week? Where were you?' Ask several pupils where they were when they missed school.

message: Send a pupil with a message to another teacher (arranged beforehand). 'Please take this message to Mr X' (the message may be in the mother tongue). 'K is taking a message to Mr X.'

suit: 'Next week we will have a class after school. What day will suit us? Monday will not suit us. I cannot come. Tuesday will not suit us. You play games on Tuesdays. Will Wednesday suit us?'

ready: 'We will have a race. Who can write A B C the most quickly? Are you all ready? P is not ready. He has no paper. S is not ready. He has lost his pencil. Is everyone ready now? Ready? Go!'

nephew: brother's or sister's son.

rather: 'This is rather pretty, but this is very pretty.' Show several objects to illustrate the difference between *rather* and *very*.

anxious: 'Raman was in hospital. His mother was anxious. She thought, "He has broken his arm".' Mother-tongue equivalent if necessary.

post: 'We put a letter in the post box. We post it.'

hungry: 'I have not had any food for a day. I am very hungry.'

Key to Exercises

F. 1. Either he or she picked some flowers. Neither he nor she picked any flowers.

2. He lives either in Madras or in Madura. He lives neither in Madras nor in Madura.

3. My cousin has invited either me or my sister. (Neither nor in the same positions as either or in all sentences.)

4. My friend is either watching the match or learning his lessons.

5. I shall either come to school to-morrow or go to Madras with my uncle.

6. The engineer built either a bridge or a house last year.
7. Either my aunt or my cousin will come here to-morrow.
8. The old man has either been listening to the birds or watching the monkeys.

G. 1. I usually go 2. Gopal has already finished
 3. He sometimes goes 4. I have just written 5. Has he ever written? 6. My mother often visits 7. My father has never been

LESSON 17

New Structures. Structures 125 and 126 (pp. 32-33).

New words. deal, why, dress, because, republic, too, enough, thirsty, late, cinema.

Oral preparation. Practise Structures 125 and 126. Look at the picture and talk about the boys, Gopal and his little brother Venu. 'Have any of you a little brother or sister at home? Do they talk much? Venu talked a lot. He talked a great deal.'

a great deal: teach the whole group of words as another way of saying *a lot* or *much*. It is not usually used instead of *many*. Do not attempt to teach *deal* separately. 'Mr X has a great deal of money. I haven't a great deal of money.'

dress: demonstrate the action. 'I am putting on my coat. Kamala is putting on her clothes. She is dressing.' Turn to the picture in Lesson 2 and show the little girl's dress.

republic: Republic Day is January 26. The pupils will probably know the word.

too, enough: illustrate. 'This box is too small. I cannot put my pencil in it. The box is not long enough. Here is another box. Is this long enough? Yes, it is. I have too many pencils. I cannot put them all in the box.'

'Raman's mother gave him too much rice. He didn't eat it all.'

'Some people are very hungry. They do not have enough to eat.'

thirsty: 'I am thirsty. I want some water. Mohan drank a large glass of water because he was very thirsty.'

late: 'School starts at 10 o'clock. Mohan came at 10-15. He was late. Was any one in this class late this morning?'

cinema: this word will probably be known. If not, give the local equivalent.

Key to Exercises

F. 1. He. 2. We. 3. They. 4. I, it. 5. you. 6. She.

G. He it He you She I it
They We....

H. 1. Gopal, Madras. 2. Tom, England. 3. People, stoves,
India. 4. Meera, necklace, Sita. 5. Perumal Chettiar, Gopal's
father.

I. 1. too much. 2. enough. 3. too few. 4. too many. 5. too
little.

LESSON 18

New Structures. Structure 129 (p. 34).

New words. camel, dust, blind, short, merchant, explain, left,
guess, drop(n.), blood, mosquito, clear, follow.

Oral preparation. Practise Structure 129, using *guess* also
as an introductory verb. Teacher holds something hidden in
his hands, and asks the pupils to guess what he has. 'What
have I in my hand? Guess.' Different pupils guess. Teacher
shows it. 'M guessed that I had a piece of chalk. R guessed
that I had an anna', etc.

Talk about the picture. Show the three ministers and the
merchant.

'A merchant sells things to us. We buy things from
merchants. Some merchants buy things from other countries
and other places and sell them to us. This merchant had a
camel' (*mother-tongue equivalent or a picture*). 'The camel
was blind in one eye. It had only one eye. Blind people cannot
see at all. They can see with neither their right eye nor their
left eye.' Show right and left hands, eyes, feet, side, etc.

dust: show some.

short: 'This pencil is short. That is long. "Important" is
a long word; "to" is a short word; "a" is a very short word.'

drop: 'I will put one drop of water on your hand. We do not
want any drops of ink on the floor.'

blood: the best way of showing a drop of blood would be for
the teacher to prick his finger and produce one.

mosquito: mother-tongue equivalent. 'Mosquitoes bite us
and drink our blood. They also bite animals.'

clear: 'Your writing is not very clear. Is this an a or an
o? It is not very clear'. Show a clear mark on the wall or
desk and one that is not very clear.

follow: 'K is following G. G is following M.' Teacher makes some marks on the floor. 'K is following these marks.'

explain: 'I have explained these new words to you. I have explained about the left and the right hand. I have explained about a drop of blood', etc.

Key to Exercises

D. 1. The, a. 2. Camels are large animals. 3. an, the. 4. the or some. 5. some. 6. some, the. 7. A, an. 8. Tea is a drink. 9. An, a. 10. People make flower carpets at Onam.

E. 1. Kamala is shorter than Meera. 2. That water is hotter than this. 3. I am older than my brother. 4. The schools in the villages are worse than the schools in the towns. 5. My blue shirt is older than my red one. 6. Raman is sadder than Gopal to-day.

F. 1. Kamala is not as tall as Meera or Meera is not as short as Kamala.

2. This water is not as hot as that or That water is not as cold as this.

3. My brother is not as old as I or I am not so young as my brother.

4. The schools in the towns are not as bad as the schools in the villages or The schools in the villages are not as good as the schools in the towns.

5. My red shirt is not as old as my blue one or My blue shirt is not as new as my red one.

6. Raman is not as happy as Gopal today or Gopal is not as sad as Raman today.

G. 1. What. 2. Whose. 3. Which. 4. Who. 5. Whom. 6. What. 7. Which. 8. Whom. 9. Who. 10. Whose.

LESSON 19

New Structures. Structure 130 (p. 35).

New words. keep, cat, useful, mouse (mice), quietly, pretend, until, else, rub, against, quite, bottom, fall, hurt, throat, remain, strike, end, tie, pull.

Oral preparation. Practise Structure 130.

This lesson divides very easily into two parts, the first about the cat, the second about the dog. The words for the first part should be taught before this part is read, and then the second lot of words before the second part is read.

Talk about cats and their ways. Show the picture to explain cat.

keep: 'Have you a cat in your house? Do you keep a cat at home? Do you keep a dog? Do you keep a cow or goats? Many people in villages keep goats.'

Teach the difference between *keep* and *put*. *Keep* refers to an habitual practice. 'I always keep my money in a locked box', but 'please put that money on the table'. Practise Exercise C thoroughly.

mouse (mice): 'Have you seen a mouse?' It is a small animal. Cats catch mice and eat them.' Pupils often confuse *mouse* and *rat*. A mouse is the smaller of the two animals. Explain in the mother tongue so as to get this clear. Pictures do not help as they give no idea of size.

useful: 'Cats are useful because they catch mice. A pen is useful because we can write with it. This is a useful box. I can keep things in it. This box is not useful. There is a hole in it. It has no lid. I cannot keep things in it.'

pretend: 'How does a cat catch mice? It pretends that it is asleep. I am pretending that I am eating' (drinking, writing, digging, etc.).

else: see Exercise F.

rub: 'Look at the picture of the girl and the cat. What is the cat doing? It is rubbing itself against the girl's legs. Why is it rubbing itself against her legs? It is rubbing itself against her legs because it wants some milk.'

'I am rubbing my hands together. I am rubbing the table with a cloth.'

quite: 'This box is quite full. I have read all the pages in this book. I have quite finished it.' (See Exercise D.)

bottom: show the bottom of a door, page, box, etc. Contrast with *top*.

fall (fell): demonstrate. Get a pupil to pretend to fall. 'M fell down.'

hurt: 'I cut my finger; it hurt. Mrs Green had a headache. Her head hurt.'

throat: show.

remain: 'Remain in your place until I call you. Do not leave your place until I call you.'

strike (struck): 'The clock strikes 10', etc.

end: show the end of a piece of string or rope.

tie: demonstrate. 'I am tying the rope.' Teach the spelling carefully.

pull: 'I am pulling this desk. K is pulling G's hair.'

Key to Exercises

C. 1. put. 2. keep. 3. put. 4. put. 5. keep. 6. keep. 7. kept.

D. 1. quite. 2. quite. 3. almost. 4. quite. 5. almost. 6. quite.

E. 1. quickly, to the well, that evening. 2. quietly, by the hole, all day. 3. flower carpets, on the ground, every year. 4. to your friend's house, every evening. 5. him, quickly, out of the well, that evening.

F. 1. No one else. 2. someone else. 3. everyone else. 4. any-one else. 5. everyone else. 6. anyone else. 7. someone else.

LESSON 20

New Structures. Structure 131 (pp. 35-36).

New words. railway, station, while, train, passenger, platform, coolie, mango, cry, hurry, carry, baggage, carriage, ill, examination, carefully, whistle, forget.

Oral preparation. Practise Structure 131.

Talk about the picture, introducing the new words, *railway station, train, passenger, platform, coolie, baggage, carriage.*

cry: 'The baby under the tap is crying. Her mother is washing her face. The baby does not like it. She is crying. Sometimes children fall down. They hurt themselves. Then they cry.'

hurry: 'The man and woman are walking quickly. They are hurrying. K, hurry to the door.'

carry: 'The man is carrying the bedding. The woman is carrying a baby. G, carry K's bag to the table. Pupils sometimes carry books for their teacher.'

ill: 'When we are ill we remain in bed. The doctor comes and sees us. Sometimes we go to the doctor. Ill people sometimes go to hospital.'

carefully: 'Carry the glass of water carefully. I am writing carefully. Look at the picture carefully.'

whistle: demonstrate.

forget: this has been taught with Structure 95.

Key to Exercises

- C. 1. because. 2. until. 3. until. 4. while. 5. until.
6. because. 7. while. 8. because. 9. because. 10. until.
E. 1. I have no leaves.... I haven't any leaves....
2. There is no water.... There isn't any water....
3. She has no baggage.... She hasn't any baggage....
4. She gave no rice.... She didn't give any rice....
5. I met no men.... I didn't meet any men....
6. He saw no drops.... He didn't see any drops....
7. I am doing no work.... I'm not doing any work....
8. I want no help. I don't want any help.
F. 1. farmer's well. 2. farmer's fields. 3. girl's clothes.
4. boy's bicycle. 5. teachers' pens. 6. coolies' shirts. 7. man's car.
8. men's children. 9. professors' lectures. 10. baby's mother.

KEY TO REVISION TEST 3

- A. 1. Many. 2. little. 3. much. 4. many. 5. few.
B. 1. taller, shorter, as....as. 2. most, least, more than, less than, much. 3. more, less, as....as.
C. 1. How long is your desk? 2. How deep is the well in your garden? 3. Is your pen like your teacher's? 4. Do you like sweets?
5. How does he run? 6. What is your mother like?
D. 1. I often go 2. She has just given 3. Have you ever kept....? 4. Do you usually fall....? 5. I have already done.... 6. How many years do English children usually attend school?
E. 1. enough. 2. too many. 3. too many. 4. too much.
K. 1. me. 2. himself. 3. He. 4. yourself. 5. them. 6. mine.
7. us. 8. his.

A FEW SUGGESTIONS FOR TEACHING THE POETRY

A poetry lesson should be different from a reading lesson or language study lesson. There should be none of the drill in structures and words found in a prose lesson. The poetry lesson has, however, its own kind of repetition. Children enjoy speaking poetry in groups, especially when different lines represent different people or different places. The skilful teacher will devise various ways in which the children will repeat the poem without finding repetition wearisome. Unfamiliar words essential to a general understanding should be explained before the poem is read, not as a list of words but woven into the introduction as suggested below. Then the teacher should read the poem clearly, with expression. Remember that the use of the right expression often does more than explanations to convey the meaning. After the teacher's reading pupils may read, either singly or in groups.

The poems may be taught in any order. Below are a few suggestions for teaching each of the poems. The introduction should be given as far as possible in English. An attempt is made below to show what can be done in simple English. It does not matter if the pupils do not understand every word.

1. 'Go to bed early'

Introduction. Question children about the time they get up in the morning and go to bed at night. Divide the class according to the times they go to bed.

'Some children go to bed early. They are happy in the morning; they wake up with joy. They are ready for play. Their friends say to them, "Come and play," and they say, "Yes, we will come and play." They are strong. They are not ill. They do not go to the doctor. They grow tall.

'Other children go to bed late. They are not happy in the morning. They do not play. They are sad all day. They are

always ill. They often go to the doctor. They do not grow tall.'

The meaning can be emphasized by gestures and a bright expression for lines 1, 3, 5, and 7, a cross voice for 2 and 4 and a sad one for 6 and 8.

Let the children read alternate lines in groups, with the right expression. Repeat with several groups. Then have it read by four groups, e.g. Group 1: 'Go to bed early', Group 2: 'wake up with joy', Group 3. 'Go to bed late', Group 4: 'cross girl or boy'.

2. 'As I was going to St Ives'

This could be taught after the pupils have learnt *how many?*, that is, after Lesson 3. Explain *sack, cat, kit (kitten)*. 'There were seven cats in each sack. Each cat had seven kittens. How many kittens in each sack?' See how many pupils can answer the question in the last line. Do not tell them. Dramatize it: the man with his seven wives. Ask the man how many wives he has. 'What have your wives?' (*sacks*). 'What are in the sacks?', etc. Let them meet the speaker.

The pupils will enjoy asking this riddle at home.

3. 'Thirty days has September'

This could be taught after Lesson 1 in which the months are taught.

Introduction. Use a calendar. Find out the number of days in each month. 'In which months are there 30 days? In which months are there 31 days? In which month are there the fewest days? How many days are there? Are there always 28 days?' If possible show a calendar for a leap year. 'In 1952 there were 29 days in February. That was a leap year.'

Read the rhyme. Let four pupils read the first two lines, seven pupils the next line and one pupil the remaining three.

4. What the Weather Does

Rooks are like crows. Talk about crows. 'Where do they sit? When do they squawk?' Show the pupils how the word *squawk* is like the crow's cry. 'The rooks squawk in the rain.' Country children may have seen bees. They will know that a hive is full of bees. Rooks like to live together just as bees do. This

poem can be dramatized. Start with about ten pupils squawking: 'Squawk! Squawk! Squawk!' Then another pupil points to the squawkers and says the first four lines, then pauses while the squawkers squawk. Then he says the next two lines, and is interrupted by loud squawking. Then he says the last lines.

5. The Key of the Kingdom

Introduction. There was once a man. Someone said to him, 'There is a beautiful basket of flowers in a city.' The man wanted the basket of flowers. He said, 'How can I find them?' The person said, 'First go to the city. In the city there is a town.' (*In the city of Madras there is George Town.*) 'The town is part of the city. Go to the town. In the town there are many high buildings. In the town there is a broad street. Go down the broad street' (*draw it on the board*). 'In the street there is a lane' (*refer to some local lane leading off from a wider street*). 'Go down the lane and you will find a door. Go through the door and you will be in a yard' (*draw a winding lane with a yard at the end*). 'There are many weeds in the yard. Only a few people come there. There are many weeds. In the yard there is a house. Go into the house. There is a room, a chamber, in the house. Go into the chamber and you will see a bed. There is no one on the bed. It is an empty bed. And there on the bed is the basket of flowers.'

Help the children to picture this man as he goes through the town till he finds the basket of flowers.

Let a group of pupils read the first verse, and then each pupil reads a line of the second verse until the last two lines, which are said together. Do not spend much time explaining *key*. This is poem with some mystery in it. The key may be the instructions for finding the basket of flowers, just as we talk of a key to exercises or puzzles.

6. 'I had a little pony'

Introduction. 'One day a lady came to me. She said, "Please lend me your pony." My pony's name was Dapple-grey. I lent him to her. She rode a mile away. She rode over muddy roads. The pony's feet got very dirty. She was not kind to my pony. She beat him. She whipped him, and slashed (cut)

him. She came to me another day and said, "Please lend me your pony." I said "No". She said, "I will give you money." I said, "No, I do not want money. You were not kind to my pony."

Help the pupils to get real indignation into the last four lines.

7. 'The grand old Duke of York'

This is a marching rhythm. The pupils should be encouraged to march to it. If the teacher knows the tune he can teach it. Teach this chiefly for its rhythm.

8. My Doggie

Introduction. Talk to the pupils about dogs as pets. 'Have any of you got a dog at home? What colour is it? What do you play with it? Can it do tricks?'

9. AEIOU

Introduction. 'This is a poem about these letters, *a, e, i, o, u*. The letters speak to us in the poem. They say, "We are little creatures." Which of them do you see in glass? Which in jet, in tin, in box, in you?'

Features means shape. Write them on the board and draw the attention of the pupils to the different appearance of the letters. They make different sounds or have different 'voices'. 'What sound does *a* make in *glass*?' Ask about the different sounds.

T'other is a shortened form of *the other*, but when the poem is read it should be pronounced *tother* (rhyming with *mother*).

10. April Showers

Introduction. Talk about the rain and what we notice after it: fresh, clean leaves. 'Is it hot or cool? What do the birds do? In this poem the birds are happy after the rain. They are full of cheer. How do we know? They sing. They move quickly. They are brisk. What other living things are happy after the rain? What do children do? They also are happy. They say, "We will not go to school." In India children have rain holidays but not in England. The children in this poem want to play out of doors instead of going to school.'

11. Someone

Teach this after the pupils have learnt the difference between *hear* and *listen*.

Introduction. 'Sometimes we wake up in the night. We hear something. We think, "What is that? Is that someone at the door?" We listen. Do you ever go to the door and look out? Do you put your head under the bedclothes? Some creatures make noises at night. There is a beetle which eats wooden walls. It makes a tapping noise' (*demonstrate*). 'Some birds cry at night. The owl calls at night: "Too-whit, too-whoo!" The cricket (a kind of grasshopper) also makes a noise. Listen to the sounds that the poet heard.'

Read the poem, bringing out the mystery. 'Who knocked at the door? Do we know?'

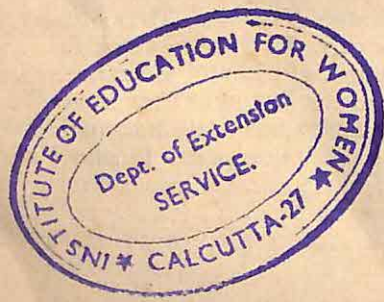
12. Day

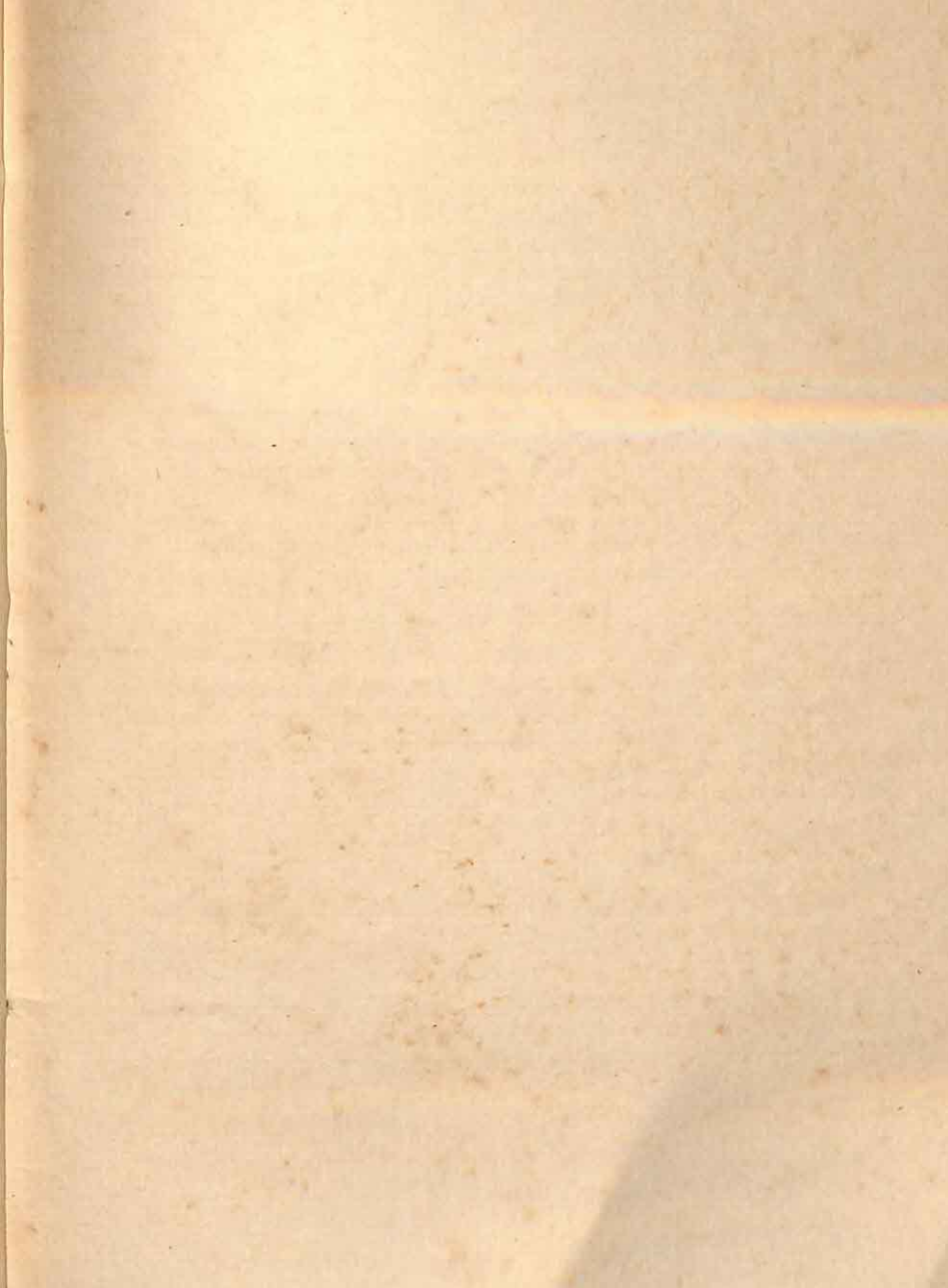
This is another poem which can be said in groups, a different group to each verse. This could be taught after Lesson 5.

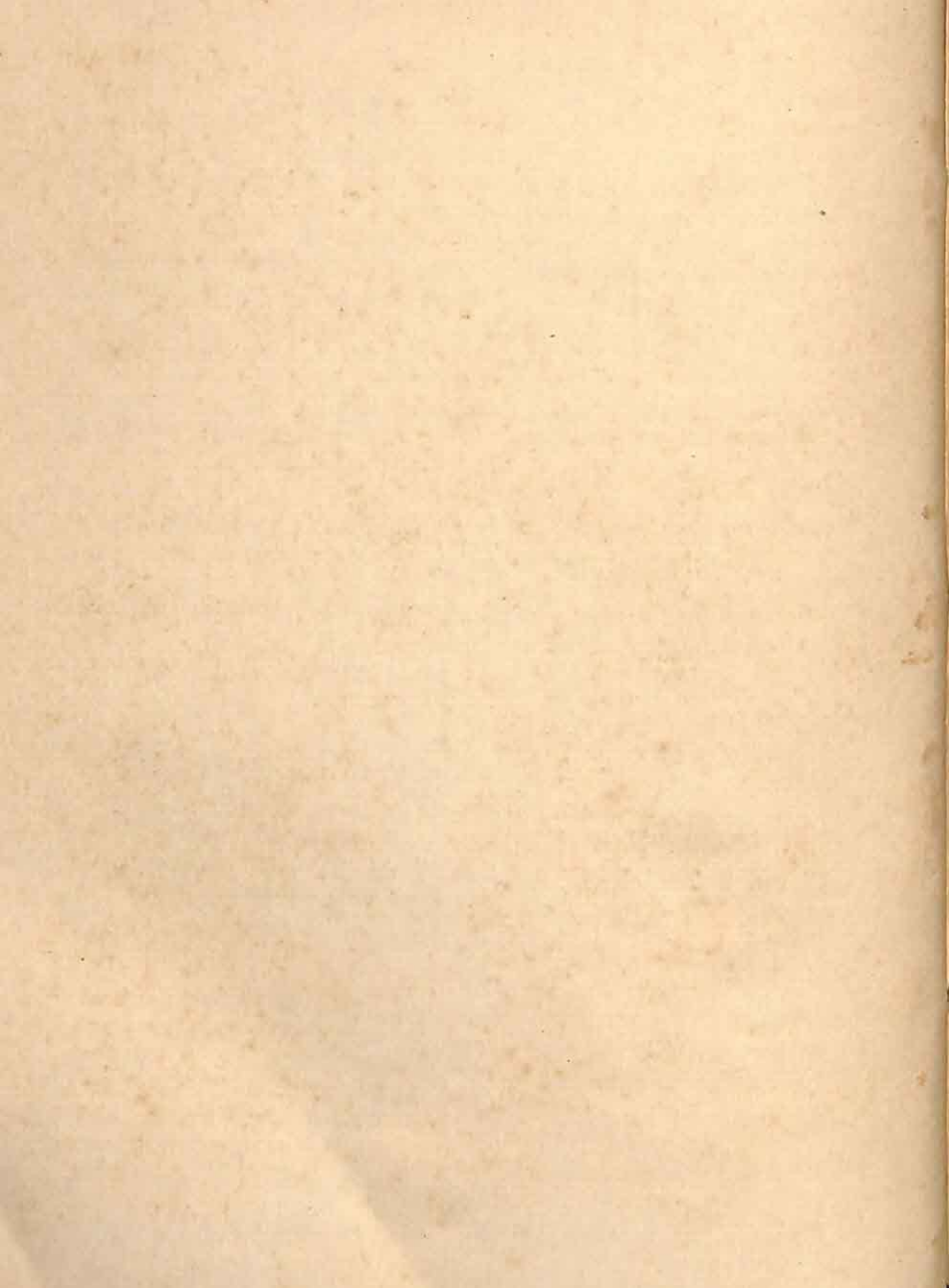
Introduction. 'What work does the sea do? The sea carries sand and soil from one place to another. It takes it away from one place and gives it to another. It makes continents. Asia is a continent. Europe is a continent.'

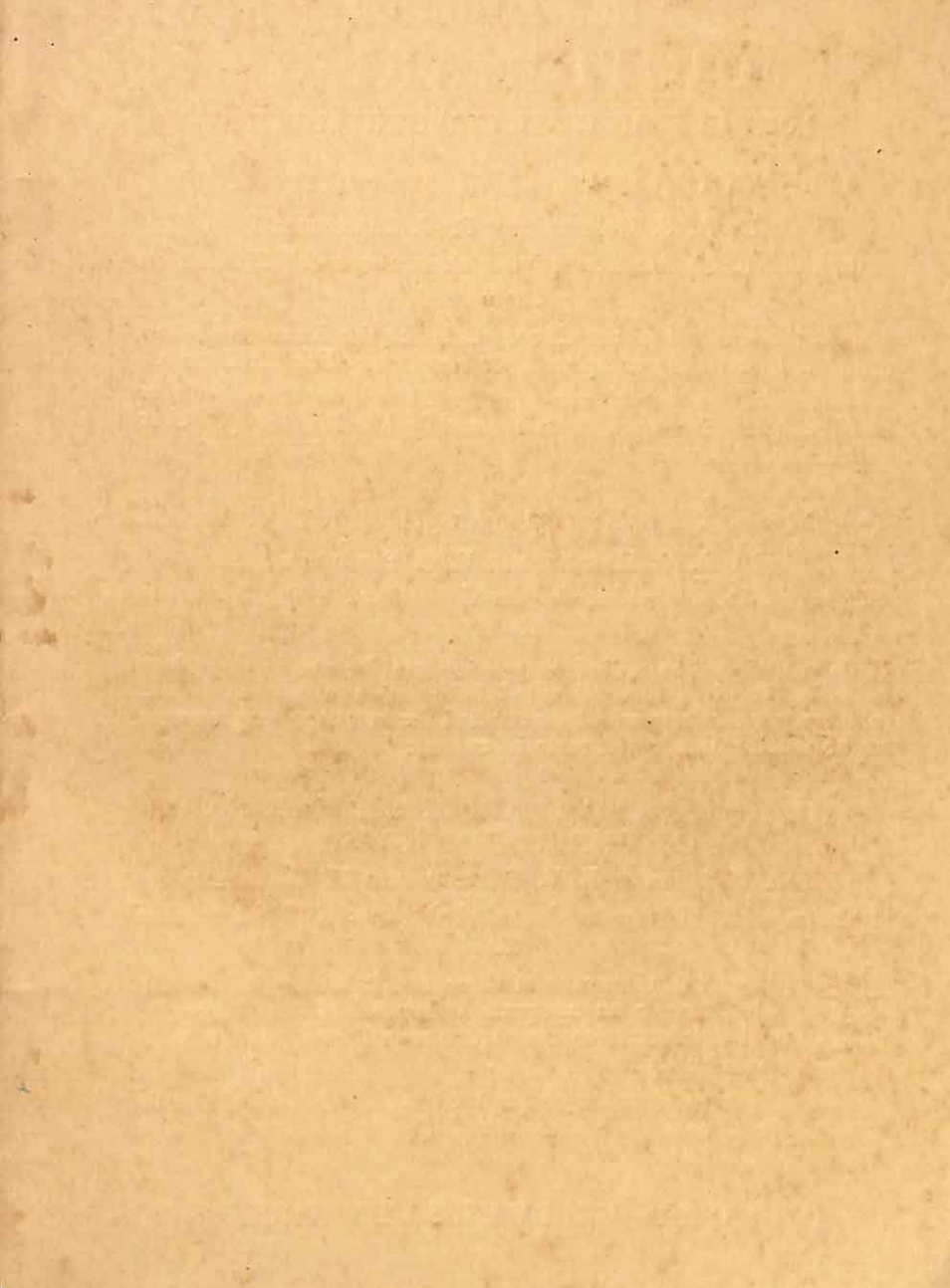
'What work does the rain do? It makes the rice grow. We cannot grow rice or any other grain without rain. What does the wind do? It blows everywhere. What does the sun do? It works all the time. It is always shining somewhere. It is night in one place, but it is day in another.' (Explain *planets* in the mother tongue.)

'Sea and rain and air and sun all work. They are busy. The poet also works hard. He is an old man. He will die soon, but the sea, rain, air and sun never die. They never finish their work.'









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